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A
SCHOOL GRAMMAR
OF THE
ENGLISH LANGUAGE.

BY THE
CHRISTIAN BROTHERS.



DUBLIN:
WILLIAM POWELL, 68, THOMAS-STREET.

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1846.

ENTERED AT STATIONERS' HALL.



PREFACE.

ALTHOUGH an intimate acquaintance with the philosophy of language, is deemed an essential constituent of a good education, yet, in an elementary work, like the present, little more can be done, than to give such a knowledge of the principles of grammar, as forms the ordinary school course of instruction on this interesting subject.

In adding to their other publications, this School Grammar of the English language, the Christian Brothers have been mainly influenced by the desire of supplying the pupils of their own Schools with an elementary work suited to their ages and capacities, and in accordance with the system pursued in their establishments. They are far from thinking that any written instructions on grammar can, particularly in a work of this limited size, supersede the assistance of a teacher, the living voice being peculiarly necessary to direct the learner in this department of study. The work now presented ambitions nothing more than to be an assistant to the pupil in preparing him for the lessons which he is to receive, or in fixing permanently in his mind those which may already have been imparted.

In matter and arrangement it cannot be supposed to differ materially from works of a similar character. Orthography and Prosody, being seldom learned from grammars, are confined within those limits to which they should be restricted in a Grammar

for children ; whilst Etymology and Syntax are treated of as amply as the nature of the work would allow. The Rules of Syntax are arranged in the order of the different parts of speech to which they respectively relate, that, by a distinct classification, reference may be the more easily made to each when necessary, and the connexion of the several rules with one another, more clearly shown.

To the rules has been appended a large collection of examples and exercises, selected from the most approved writers. Many of them contain valuable information on some of the most useful and popular branches of science and literature ; others are calculated to impress the mind with principles of the purest morality. They are intended not only as exercises on grammatical construction, but as a means of conveying useful knowledge, and creating a spirit of inquiry, which may, in after-life, lead the pupil to the intimate study of the subjects to which he will thus have been partially introduced.

All these extracts are placed before the pupil in their correct form, divided into two portions. In one portion, the words to which the particular rule refers, are printed in *Italics* ; in the other, such words are omitted altogether, which omitted words it is intended the pupil should supply. The former may be made available in exercising the learner on the different forms in which the sentences might be incorrectly expressed ; the latter will afford an opportunity for exercising his judgment on the sense of the passage by the introduction of the elliptical words, and of teaching him, at the same time, the correct expression which the grammatical construction may require. Recourse has been had to this method to prevent the eye, and consequently the mind, from becoming familiar with incorrect language, and from having the attention directed from the information which the sentence may convey, or the moral effect which it may be calculated to produce, by the often ludicrous manner in which it may be expressed.

HISTORICAL INTRODUCTION.

THE languages* of Europe may be classed into four groups,—the Pelasgic, the Celtic, the Slavonic, and the Gothic. In the *Pelasgic*† group are included the Greek, the Romaic or modern Greek, the Latin, Italian, Spanish, Portuguese, and French, with some minor dialects.

The *Celtic* comprehends the Irish, Gaelic or Erse, Welsh, Manx, and the Armoric, still spoken in Bretagne.

* Adelung and his continuator, Vater, two learned Germans, in their “Mithridates, oder Sprachenhunde,” &c., printed at Berlin, from 1805, to 1818, 5 vols, 8vo., have given a classification of the known languages and dialects. They estimate them at 3000:—1200 in America; 1000 in Asia; 500 in Europe; and 300 in Africa; to which subsequent writers have made considerable additions. All these may be reduced to about 80 original languages, which may be farther lessened to a few groups or families.

† The Pelasgians were the inhabitants of remotely ancient Greece.

The *Sclavonic* includes the Polish, Russian, Bohemian, Illyrian, and Croatian, all of which are traceable to the Sarmatians or Sclavonians, who migrated from Asia.

The *Gothic* or *Teutonic* contains the German, Saxon, Danish, Dutch, Flemish, Swedish, Icelandic, and English, with some few other dialects.

Britain being inhabited by the Celts at an early period, their language was that spoken there; but the Romans, commanded by Julius Cæsar in person, invaded the country 55 years before the Christian era; and thus Latin was partially introduced. Britain remained in possession of the Romans for nearly four centuries.

In 449, Hengist and Horsa, with a horde of Saxon adventurers, from the country adjacent to the modern Hamburg, came by invitation to aid the Britons against the Scots and Picts. They finally turned their arms against the Britons or Celts, whom they conquered and banished into Wales and Scotland, when they introduced their own vernacular tongue, the Saxon. The Saxon is the basis of the modern English, and has contributed to it about two-thirds of its social or colloquial idiom.

In order to demonstrate that the Saxon dialect formed the most important element of English, Sir James Mackintosh analysed a collection of passages, not selected, but casually extracted from the first opened pages of the Bible, Spenser, Shakspeare, Cowley, Milton, Pope, Robertson, Hume, Gibbon, and Johnson. Of 1492

words, only 266 were found not to be of Saxon origin ; but as the articles, auxiliary verbs, and pronouns, appear not to have been excluded, this relative proportion cannot present an unerring ground of deduction. In a general view, however, there cannot be a doubt, but that the terms traceable to a Teutonic root constitute, as we have said, the two-thirds of the integral structure of modern English. Indeed, nearly all the classes of words, which it is the office of grammar to investigate, are, as it has been observed, thence derived, as equally are our inflections, which, though few, are still more numerous than those of the French. The Lord's Prayer contains only three or four words not of Saxon etymology.

After several alternate defeats and successes of the Danes, for a period of more than a century, their countryman Canute became sole king of England in 1017. Edward the Confessor, of the Saxon line, in 1041 expelled the Danes, who left after them many words of their own dialect embodied with the Saxon.

Harold II succeeded the sainted Edward in 1066. The Normans, or Danish and Norwegian settlers in France, successfully invaded England that year, under William, Duke of Normandy, and introduced their language, which was a mixture of Latin and Gothic. Under the haughty Conqueror and his successors, the Norman or French prevailed as the language of the court, the pulpit, and the higher classes of society. Many of the English Saxons became so subservient to the Conqueror,

as meanly to assist in decrying their own language, and, on its depreciation, exalting that of their master. The Saxon continued to be spoken in the remote parts of the country by great numbers; and in the course of time it amalgamated with the Norman, when both substantially formed the body of our modern idiom. The English was substituted instead of Norman or French in the public acts and judicial proceedings, by Edward III; and when Latin was translated in the schools, it was not translated into French, as heretofore, but into English. The Saxon preponderates in the names of places, towns, rivers, mountains, and in common-place words; the French in military terms, legal phrases, mottoes, and in terms of fashion and cookery.

Many words of Latin must have crept in by the residence of the Romans, and more, still, by the introduction of Christianity, prior to the Saxon conquest, and a second time by St. Augustin, before the close of the sixth century,—that being the language then used, as at present, in the administration of the sacraments, in performing the sacred ceremonies of the Church, and at the Holy Sacrifice of the Mass. The learned compositions of these and subsequent ages, even down to the sixteenth and seventeenth centuries, were written in that tongue. Latin, to which we also, or at least principally, owe the vocabulary of our literature, brought with it its kindred Greek,* which has been more extensively used since the

* “..... Ce langage aux douceurs souveraines,
Le plus beau qui soit né sur les lèvres humaines.”

revival of learning and the invention of printing. From the Greek we have many terms in theology, the physical and mathematical sciences comprehensively, architecture, poetry, &c. From the Hebrew, we have *Jehovah*, *cherub*, *seraph*, *amen*, and several other words found in the Holy Scriptures.

Modern languages also have given their contributions Italian has furnished some few words of religious application, as, *tiara*, *madonna*, *nuncio*, &c., with a large and special vocabulary expressive of the terms of art in architecture, sculpture, painting, music, &c. The Spanish has not supplied us with many words; but we owe it the euphonious one of *Generalissimo*—a title conferred on Don Juan de Austria after his memorable victory of Lepanto in 1571, over the Ottomans, when Pope Pius V exultingly cried out, “There was a man sent from God, whose name was John.”* The names imposed on the discovered or conquered territories of Spain, are also high-sounding, which, indeed, is the general character of the language; and accordingly, Charles V said it should be preferably used in addressing God. An interesting parallel between the English, the Italian, and Spanish tongues, will be found in the third volume of Joseph Grassi’s publication in 1817.† The Portuguese and Arabic have contributed sparingly; the Dutch more liberally. The East and West Indies, and other countries, have given the names of some commodities.

* “Fuit homo missus a Deo, cui nomen erat Joannes.”

† Paralleli dei tre vocabularj, Italiano, Inglese, e Spagnuolo.

Notwithstanding many defects in English, it is simple in construction, strong, flexible, copious, and expressive. Like the Greek and German, it has a great facility for forming compound words ; as, *hand-book*, *life-giving* ; for forming verbs from nouns ; as, *habituate* from *habit* : or for forming new words altogether ; as, *teetotaller*. This facility gives it a decided advantage over many other modern languages, and adds continually to its vocabulary.

The English language being derived from such a variety of sources, must necessarily be irregular and heterogeneous. Its alphabet, like most others, is imperfect. It contains some superfluous letters, while for some sounds, particularly the vowels, it has no distinct character. It may be interesting to observe, that in the last syllables of *cedar*, *wafer*, *nadir*, *honor*, *sulphur*, and *zephyr*, the vowels *a*, *e*, *i*, *o*, *u*, *y*, have the same sound. It is computed that English contains about 60,000 words, including technical terms, but excluding proper names. The late edition of Webster's elaborate and highly valuable dictionary contains 70,000, which include many proper names, and technical terms. Of the 60,000 words which we suppose the language to comprise, there are probably 30,000 nouns, 10,000 adjectives, 12,000 verbs, 5,000 adverbs, and the remaining 3,000 of the other parts of speech.

Johnson's original edition numbered only 36,784 words. Todd's supplement raised the amount to about

47,000, and Webster's, as before stated, to 70,000. The French Dictionnaire de l'Académie, prior to the last revision of 1835, presented not more than 29,710 terms, now increased to about 45,000, while the Spanish vocabulary, "del Academia Real," does not exceed 30,000, nor the Italian one, "Della Crusca," 35,000. Swift regretted that England had not followed the example of France, in founding an Academy for the correction and arrest of her excrescent tongue. The recommendation was not adopted, and the English is, as is believed, in consequence,* considerably more copious than its rival. It is more widely spread in space, and embraces a larger mass of people in its use, than the French, with every prospect of a still greater expansion. "Even now," said the late Dr. Arnold, "it is covering the earth from one end to the other." It is, in fact, commensurate in practice, partial or general, with the empire of its birth, from whose surface, still more demonstrably and with greater precision of fact than the boast of the Emperor Charles V, the light of day is never wholly withdrawn, for on some portion of its vast extent, the sun is always visible above the horizon. The universality of the French tongue is a cherished assumption, and viewed in limitation to Europe, may, in some degree, be allowed; as the Italian and Spanish had precedently been ascendant, and equally used in diplomacy. In the last two centu-

* "Omnis consuetudo loquendi in motu est."-- Ter. Varro, De Lingua Latina, pars prior.

ries, the French has displaced them, and may, ere long, yield the predominance to the English, now spoken by nearly sixty millions of people. The study of such a language, and an accurate knowledge of its grammar, must, therefore, under a diversity of powerful considerations, be highly important.



ENGLISH GRAMMAR.

(1) THE formation of words from letters and syllables, and their classification and arrangement according to the established principles of language, constitute the science of Grammar.

English Grammar* teaches the correct use of the *spoken* and *written* forms of the English language,† and consists of four principal parts,—Orthography, Etymology, Syntax, and Prosody.

ORTHOGRAPHY.

(2) ORTHOGRAPHY‡ treats of letters, and of their combinations into syllables and words.

LETTERS are characters or marks representing the sounds of the human voice. The English alphabet§ consists of twenty-six letters, which are divided into vowels and consonants.

(3) A VOWEL|| is a simple sound, that can be uttered without the aid of any other sound.

A CONSONANT¶ is a complex sound, which cannot be articulated without a vowel. The vowels are, *a*, *e*, *i*, *o*, and *u*. When *w* and *y* do not begin a word or syllable, they are also vowels. The remaining nineteen let-

(1) Monday; (2) Tuesday; (3) Wednesday; (4) Thursday; Friday—repetition of 1, 2, 3, 4.

* *Grammar* is derived from *gramma* (Greek), a letter.

† *English Language*, see Third Reading Book, p. 266.

‡ *Orthography*, from (G.) *orthos*, right, correct,—and *grapho*, I write. Orthography frequently means no more than right spelling.

§ *Alphabet*, from *Alpha*, the first, and *Beta*, the second letter of the Greek alphabet.

|| *Vowel* is from (Latin) *vocalis*, vocal or sounding.

¶ *Consonant*, from (L.) *con*, with, and *sono*, I sound.

ters are consonants. When *w* and *y* begin a word or syllable, they are consonants.

(4) A DIPHTHONG* is the union of two vowels in one sound ; as—*oi*, in voice.

A TRIPHTHONG is the union of three vowels in one sound ; as—*eau*, in beauty.

A SYLLABLE† is a sound represented by a single letter, or by a union of letters. In every syllable there must be at least one vowel. An unfinished word at the end of a line, must be divided according to its syllables ; the letters of a syllable should never be separated one from another.

(1) A MONOSYLLABLE‡ is a word of one syllable ; as—*fire*.

A DISSYLLABLE is a word of two syllables ; as—*wa-ter*.

A TRISYLLABLE is a word of three syllables ; as—*at-mo-sphere*.

A POLYSYLLABLE is a word of four or more syllables ; as—*as-tro-nom-ic*, *as-tro-nom-i-cal*.

(2) WORDS are articulate sounds or written signs, used to represent our ideas. All words are either primitive, as *hand* ; derivative, as *hander* ; or compound, as *hand-book*.

SPELLING§ is the forming of letters and syllables into words.

* *Diphthong* is from (G.) *dis*, twice, and *phthengomai*, I sound. *Triphthong*, from *treis*, *tria*, three, &c.

† *Syllable* means *taken together*, and is from *sun* or *syn*, together, and *lambano*, I take.

‡ *Monos* (G.), alone, hence monosyllable ; *treis*, three, hence trisyllable ; *polus* or *polys*, many, hence polysyllable.

§ The *spelling* of several classes of words may be regulated by certain rules ; but the number of silent consonants, the difficulty of describing their situations, and the numerous exceptions to general rules, render perfect accuracy attainable only by the study of approved works on Orthography, and by a long and intimate acquaintance with the usages of the language.

ETYMOLOGY.*

(3) The classification of words, their inflections and derivations, are the subjects comprised in the second part of Grammar.

The words of the English language are generally divided into nine distinct classes; namely, *Nouns*,† *Adjectives*, *Articles*,‡ *Pronouns*, *Verbs*, *Adverbs*, *Prepositions*, *Conjunctions*, and *Interjections*.

(4) A NOUN is the *name* of any object; as—*book*, *desk*, *tree*;—or the name of any quality abstracted from its substance; as—*wisdom*, *virtue*, *valour*.§

AN ADJECTIVE is a word which expresses some quality, appearance, distinctive mark, or circumstance belonging to the noun to which it is annexed; as—a *good* boy, a *white* horse, a *long* journey, a *sleepless* night.

(1) ARTICLES are prefixed to nouns to limit or extend their signification; as—a *field*, *an* *eye*, *the* *city*.

* *Etymology* means the true origin of words, and is from (G.) *etymos*, true, and *logos*, a word.

† *Noun*, from (L.) *nomen*, a name,—and this, perhaps, from (G.) *nosco*, I know, because the name is that by which a thing is known.

Adjective, from (L.) *ad*, to, and *jacio*, I lay, throw, or put.

Article, from (L.) *articulus*, a little joint or member.

Pronoun, from (L.) *pro*, for, or instead of, and *nomen*, a name.

Verb, from (L.) *verbum*, a word: *the word* without which no sentence is complete.

Adverb, from *ad*, to, and *verbum*, a word.

Preposition, from (L.) *præ*, before, and *pono*, I place.

Conjunction, from (L.) *con*, with, and *jungo*, I join, or connect.

Interjection, from (L.) *inter*, between, and *jacio*, I throw.

‡ Although the Articles are made a distinct part of speech, they are in reality but a peculiar class of Adjectives. Their general use, and the less emphatical manner in which they mark the objects to which they refer, seem to require this distinction.

§ Nouns also denote the nonentity of a thing, as well as its reality; as, *nothing*, *nought*, *non-existence*, *vacancy*, *invisibility*.

A PRONOUN supplies the place of a noun ; as—James is a bad scholar, because *he* is an idle boy.

A VERB is a word which affirms, or asserts, something concerning the noun or pronoun ; as—Joseph *plays* ; they *learn* ; we *are known*.

(2) An ADVERB qualifies a verb or adjective, and sometimes another adverb, in nearly the same manner as an adjective qualifies a noun ; as—She writes *well* ; she is *exceedingly* attentive ; William reads *very* correctly.

A PREPOSITION connects words, and shows the relation between them. It is generally placed before a noun or pronoun ; as—He went down *with* them *to* Nazareth, and was subject *to* them.

(3) A CONJUNCTION joins words and sentences together ; as—The good *and* virtuous are happy, *but* the wicked are miserable.

An INTERJECTION expresses sudden passion or emotion ; as—*O ! oh ! alas ! huzza !**

* Children should be taught to distinguish the parts of speech by their peculiar properties, rather than by determinate rules. Rules are, however, in some instances useful : reference may be made to the following :—

I. Nouns need no other words to explain them ; as, *book, paper*.

II. Nouns make sense by prefixing articles to them ; as, *a sea, an ocean, the sun*.

III. Adjectives take particular nouns, or the word *thing* after them ; as, *a good child, a clear sky, a bad thing*.

IV. Verbs make sense with any of the personal pronouns, or the word *to* before them ; as, *I walk, you think, they go* ; or, *to sing, to read, to pray*.

V. Adverbs answer to the questions, *how, how often, when, where*, and for the most part terminate in *ly* ; as, *He writes—how ? correctly. He lectured—how often ? twice. I will come—when ? now, immediately, &c.*

VI. Prepositions admit after them the words *me, us, him, it, them* ; as—*to me, from us, with him, &c.*

NOUNS.

(4) Nouns are of two kinds,—Proper and Common.

PROPER nouns are the *names* of persons, places, rivers, lakes, mountains, &c.; as—*George, Paris, Shannon, Ladoga, Alps.*

COMMON nouns are general names, and denote a class of beings or things; as—*duke, earl, bird, eagle, river, mountain.*

(1) Common nouns include *abstract* nouns; as—goodness, whiteness, modesty, industry;—*collective* nouns; as—army, navy;—*verbal* or *participial* nouns; as—correct *speaking*, ardent *loving*, anxious *wishing*;—and *compound* nouns; as—moon-light, school-boy, after-life.

When proper nouns take an article before them, or are used in the plural number, they become common; as—The Cicero of the age, the eight Henrys, the twelve Cæsars.

(2) Common nouns sometimes signify individuals; as—That boy is talented; this girl is modest.

To nouns belong Person, Number, Gender, and Case.

PERSON.

Nouns have three persons,—*first, second, and third.* The first person denotes the *speaker*; the second, the person spoken *to*; the third, the person or thing spoken *of*.*

* Nouns are seldom used in the first person, as the speaker generally uses the pronoun *I* or *we*, whenever he has occasion to mention his own name.

NUMBER.

(3) Common nouns have two numbers, the Singular and the Plural.

The SINGULAR denotes one object ; the PLURAL, more than one.

Nouns, in general, become plural by adding *s* to the singular ; as—town, towns ; stone, stones.

(4) Nouns ending in *ss*, *sh*, *x*, *i*, *o*, *z*, or *ch* sounded like *sh*, form their plurals by adding *es* ; as—miss, misses ; brush, brushes ; fox, foxes ; alkali, alkalies ; potato, potatoes ; topaz, topazes ; church, churches.

O, preceded by a vowel, and *ch*, sounded like *k*, follow the general rule ; as—folio, folios ; patriarch, patriarchs.

(1) The termination *f* or *fe*, is sometimes changed into *ves* ; as—calf, calves ; knife, knives. Dwarf, scarf, wharf, chief, brief, grief, kerchief, mischief, turf, gulf, surf, strife, life, hoof, proof, roof, reproof, and nouns ending in *ff*, become plural by adding *s* to the singular.

Nouns terminating with *y*, change it into *ies* ; as—fly, flies : the *y* is not changed when it is preceded by a vowel ; as—key, keys ; chimney, chimneys.

(2) Some nouns form their plural by the termination *en* ; as—man, men ; ox, oxen.

Proper nouns do not admit of the plural form.

Some common nouns have no plural form ; as—pride, gold, sloth, wheat, rye : others have no singular ; as—snuffers, oats, bellows, scissors, lungs, ashes, riches.

(3) Some nouns are used alike in both numbers ; as—deer, sheep, swine, salmon, trout, alms, news, means, optics, mechanics, mathematics : others follow no general rule in the formation of their plurals ; as—foot, feet ; mouse, mice ; goose, geese ; others vary the plural to express different meanings ; as—

<i>Sing.</i>	<i>Plur.</i>
Brother,	{ brothers—when sons of the same parent ; brethren—when of the same society.
Die,	{ dies—stamps for coining ; dice—little cubes used in games.
Index,*	{ indices—exponents of algebraic quantities ; indexes—tables of contents.

GENDER.

(4) GENDER is the distinction of sex.

In English, there are three genders,—the *Masculine*, the *Feminine*, and the *Neuter*.

The *Masculine* denotes the male sex ; the *Feminine*, the female sex ; the *Neuter*, all inanimate objects.

(1) Things naturally neuter, are sometimes rendered masculine or feminine ; but, whenever this is done, we are understood to use figurative language.

* Nouns adopted without alteration from foreign languages, retain their original plurals :—

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Antithesis, <i>G.</i>	Antitheses	Genus, <i>L.</i>	Genera
Animalculum, <i>L.</i>	Animalcula	Hypothesis, <i>G.</i>	Hypotheses
Apex, <i>L.</i>	Apices	Ignis fatuus, <i>L.</i>	Ignes fatui
Appendix, <i>L.</i>	Appendices	Lamina, <i>L.</i>	Laminae
Arcanum, <i>L.</i>	Arcana	Magus, <i>L.</i>	Magi
Automaton, <i>G.</i>	Automata	Medium, <i>L.</i>	Media
Axis, <i>L.</i>	Axes	Memorandum, <i>L.</i>	Memoranda
Basis, <i>G.</i>	Bases	Metamorphosis, <i>G.</i>	Metamorphoses
Bandit or banditto, <i>I.</i>	Banditti	Phenomenon, <i>G.</i>	Phenomena
Beau, <i>F.</i>	Beaux	Radius, <i>L.</i>	Radii
Calx, <i>L.</i>	Calces	Seraph, <i>Heb.</i>	Seraphim
Cherub, <i>Heb.</i>	Cherubim	Stimulus, <i>L.</i>	Stimuli
Crisis, <i>G.</i>	Crises	Stratum, <i>L.</i>	Strata
Criterion, <i>G.</i>	Criteria	Terminus, <i>L.</i>	Termini
Datum, <i>L.</i>	Data	Thesis, <i>G.</i>	Theses
Effluvium, <i>L.</i>	Effluvia	Vertex, <i>L.</i>	Vertices
Ellipsis, <i>G.</i>	Ellipses	Virtuoso, <i>I.</i>	Virtuosi
Erratum, <i>L.</i>	Errata	Vortex, <i>L.</i>	Vortices.
Focus, <i>L.</i>	Foci		

The sex of nouns is distinguished, first,—by *different words*; as—

Boy	girl	Lord	lady
Brother	sister	Man	woman
Father	mother	Nephew	niece
King	queen	Uncle	aunt
Son	daughter	Sir	madam

(2) Second,—by *a difference of termination*; as—

Baron	baroness	Lion	lioness
Duke	duchess	Testator	testatrix
Hero	heroine	Widower	widow

Third,—by *prefixing another word*; as—

A *man*-servant; a *male* child; a *female* child.

CASE.

(3) The Cases of nouns mark the different relations they have to other words.

In English there are three cases,—the *Nominative*, the *Possessive*, and the *Objective*.

The **NOMINATIVE** Case is the agent, or the subject of discourse; as—*God* has created the universe; *gold* is the most unalterable of all bodies.

(4) The **POSSESSIVE** Case denotes possession or property, and generally has an apostrophe with the letter *s* after it; as—The *moon's* influence on our globe is next to that of the sun.*

The **OBJECTIVE** Case expresses the object of an action or of a relation, and follows a transitive verb, an

* When the noun terminates in *s*, *ss*, *ce*, the possessive case is formed by adding only the apostrophe; as—the holy Fathers' writings, for righteousness' sake, for conscience' sake.

active participle, or a preposition; as—The Almighty punished *Heli* for not reprimanding his *sons* with sufficient *severity*.

(1) Nouns are thus declined :—

	<i>Sing.</i>	<i>Plur.</i>		<i>Sing.</i>	<i>Plur.</i>
<i>Nom.</i>	Father	Fathers		<i>N. Man</i>	<i>Men</i>
<i>Poss.</i>	Father's	Fathers'		<i>P. Man's</i>	<i>Men's</i>
<i>Obj.</i>	Father	Fathers		<i>O. Man</i>	<i>Men.</i>

ADJECTIVES.

(2) Adjectives may be divided into *Common*, *Proper*, *Numeral*, *Pronominal*, and *Verbal*.

COMMON Adjectives denote common qualities; as—good, wise, great.

PROPER Adjectives denote peculiar qualities; as—English, Irish, Scotch.

(3) **NUMERAL** Adjectives express number, and are divided into *Cardinals*; as—one, two, &c.; *Ordinals*; as—first, second, &c.; *Multipliers*; as—single, double, &c.; *Compound*, as—biennial, triennial, &c.

PRONOMINAL Adjectives, which are sometimes joined to nouns, and sometimes used alone, are divided into *Distributives*, *Demonstratives*, and *Indefinites*.

(4) **VERBAL**, or **Participial** Adjectives, are such as terminate like participles, in *ing* or *ed*; as—*loving* child, *inviting* prospects, *charming* days, *animated* expressions.

Adjectives which denote qualities susceptible of increase or diminution, admit of comparison.

(1) There are three degrees of comparison,—the *Positive*, the *Comparative*, and the *Superlative*.

The **POSITIVE** degree is the simple form of the adjective ; as—*wise*.

The **COMPARATIVE** denotes a greater or less degree of the quality expressed by the positive ; as—*wiser, more wise ; less wise*.

(2) The **SUPERLATIVE** denotes the greatest or least degree of that quality ; as—*wisest or most wise ; least wise*.

Monosyllables are generally compared by the affixes *r* or *er*, and *st* or *est* ; as—*fierce, fiercer, fiercest ; mild, milder, mildest*.

Words of more than one syllable are generally compared by the adverbs *more* and *most*, and sometimes by *less* and *least* ; as—*angry, more angry, most angry ; agreeable, less agreeable, least agreeable*.

(3) Adjectives which do not form their degrees by any fixed rule, are said to be irregularly compared ;* as—

* The Adjectives which do not admit of comparison are—I. All words expressive of shape or figure ; as, *circular, square, triangular, cubical, straight, perpendicular*. II. Those derived from proper names ; as, *English, Irish, Spanish*. III. Numeral, which are divided into Cardinal ; as, *one, two, three, &c.* ; and Ordinal ; as, *first, second, third, &c.* IV. Multiplicative ; as, *single, double, treble*. V. All those whose simple forms imply the highest or lowest degree ; as, *chief, universal, perfect, eternal, immortal, omnipotent*. VI. Such as cannot be increased or diminished ; as, *like, similar, boundless, lifeless, true, gold, polar, atmospheric, catholic, main*. VII. Words which are commonly used as nouns ; as, *block-tin, sheet-iron, cast-iron, silver-watch, gold-chain, standard-silver, steel-wire, bell-metal, &c.* VIII. Pronominal adjectives, or such as are derived from pronouns ; as the distributives, *each, every, either, neither* ; the demonstratives, *this, that*, with their plurals, *these, those ; yon, yonder, former, and latter* ; and the indefinites, *some, other, any, one, all, such, none, both, several, sundry, divers, same*.

The demonstratives, *former* and *latter* ; and the indefinites, *other* and *one*, are sometimes used as nouns, and declined as such.

	<i>Pos.</i>	<i>Comp.</i>	<i>Super.</i>
	Above	superior	supreme
	Bad, evil, ill	worse	worst
	Beneath	nether	nethermost
	Far	farther	farthest
	'Fore, before	former	foremost, first
(4)	Good	better	best
	Head	————	headmost
	'Hind, behind	hinder	hindmost
	In	inner	inmost
	Little	less	least
	'Low, below	lower	lowest
	Middle	————	middlemost
	Much, many*	more	most
(1)	Near	nearer	nearest, next
	Nigh	nigher	nighest
	Old	older, elder	oldest, eldest
	Out	outer	outmost
	————	prior	prime
	Top	————	topmost
	————	under	undermost
	Up	upper	uppermost
	————	utter	uttermost, or utmost

ARTICLES.

(2) A or AN, and THE, are called articles, to distinguish them from the other more emphatic words of similar import; namely, *one, that, these, those*, of which they are evidently but contractions.

* *Much* is applicable to things weighed or measured; *many*, to things numbered.

The article *a* or *an* applies to any individual of the species to which it refers, and is, therefore, called *indefinite*; as—*a* tree, *an* apple.

The distinguishes the individual object from all others of the same class, and on that account is termed *definite*; as—*the* tree, *the* apple.

(3) *A* is used before a consonant, and the long sound of *u*; as—*a* field, *a* house, *a* unit.

*An** is used before a vowel, or an *h* not aspirated; as—*an* egg, *an* hour.

When nouns are used without an article, all of the same species are comprised: *man*, means all mankind; *birds*, all the feathered tribes.

PRONOUNS.

(4) **PRONOUNS** are the representatives of nouns, or substitutes for them, and are subject to similar modifications of Person, Number, Gender, and Case. They are divided into Personal and Relative Pronouns.†

* *An* is not a distinct article from *a*, for each is equally indefinite in its signification. *An* is substituted for *a* before a vowel, merely to avoid the hiatus or disagreeable effort which should be made in sounding separately two vowels in succession.

A, *an*, and *the*, are substitutes for the original *ae*, *ane*, and *that*. *Ae* and *ane*, the Saxon terms for *one*, when not used emphatically, were shortened to *a* and *an*; and *that*, when not opposed to *this*, was, by a like facility of pronunciation, changed into *the*.

† Pronouns are very differently classified by grammarians. Some have divided them into Personal, Relative, and Adjective Pronouns; others, into Personal, Relative, and Reciprocal Pronouns; others, again, into Personal, Relative, and Demonstrative Pronouns. We have not followed any of these divisions, as we believe that all, except the Personal and Relative Pronouns, should be classed with the Pronominal Adjectives. The Reciprocal, *self*, with its plural, *selves*, is but a mere affix to the personal

The PERSONAL Pronouns are, *I, thou, he, she, it*; and the various forms of these, arising from number and case: they are used instead of the names of persons, places, and things, and are thus declined :—

Singular.

	Nom.	Poss.	Obj.
(1) I. <i>Person.</i>	I	my, mine	me
II.	{ Thou or you	{ thy, thine your, yours	{ thee you
III. <i>M. Gen.</i>	He	his	him
<i>F. Gen.</i>	She	her, hers	her
<i>N. Gen.</i>	It	its	it

Plural.

	Nom.	Poss.	Obj.
(2) I. <i>Person.</i>	We	our, ours	us
II.	Ye, you	your, yours	you
III.	They	their, theirs	them

Own is connected with *my, thy, his, her, our, your*, and *their*, when the expression is to be made more emphatic; as—my *own* house; his *own* business.

pronouns, showing the identity of the agent and the object of an active verb.

My, thy, his, her, our, your, their, are included in the Personal Pronouns, possessive case, for they always occupy the place of nouns; as, That is *Mary's* book, or, that is *her* book; this is *John's* hat, or, this is *his* hat; these are *John and Mary's* books, or, these are *their* books. Were it customary for the speaker to mention his own name, or that of the person spoken to, we could as easily substitute nouns for *my, thy, our*, and *your*. Words should not be ranked as pronouns which are only *sometimes* put for nouns; for otherwise, titles of honour and distinction may be called pronouns.

The Personal Pronouns, possessive case, consist of two classes: *mine, thine, his, hers, ours, yours, theirs*; and *my, thy, his, her, our, your, their*. The former are used when the name of the person or thing possessed is understood, or has been previously mentioned; but the latter require the name of the thing possessed to be placed

RELATIVE PRONOUNS.

(3) Relative Pronouns are so called because they refer directly to their antecedents or correlatives. They are, *who*, *which*, *that*, and *as* when it follows *such*.

WHO is applied to persons, **WHICH**, to inferior animals, and things without life.

THAT and **AS** may be applied to persons and things.

WHAT is a compound relative, equivalent to *that which*.

(4) *Who*, *which*, and *what*, when used in asking questions, are called *Interrogative Pronouns*.

What and *which* are often used as adjectives; as—I know not by *what* mistake this evil has occurred; we did not hear by *which* train he is to come.

Who is either masculine or feminine gender.

(1) *What*, as a relative, is always neuter.

Which and *that* may be of either gender.

Who and *which* are thus declined:—

<i>Nom.</i>	Who	which
<i>Poss.</i>	Whose	whose
<i>Obj.</i>	Whom	which

(2) *That* and *what* do not vary their forms on account of case.

None of the relatives vary by number.

That is a relative when it refers to a preceding noun; it is a demonstrative pronominal adjective when placed immediately before the noun; and a conjunction in all other cases.

immediately after them. In one case the nouns to which they refer must precede the pronoun; as, *This watch is mine*. In the other case it follows it; as, *This is my watch*: but both forms must be parsed alike.

WHOEVER is a compound relative, equivalent to *he who*.

(3) *Whoever*, *whosoever*, *whatever*, and *whatsoever*, *whichever*, and *whichsoever*, are but the simple relatives, with the affixes *ever* and *soever*, in order to render their application indefinite.

Whoever and *whatever* are the compounds now most used by modern writers; the other compound relatives are sometimes used as adjectives.

(4) The Compound Pronouns, *himself*, *themselves*, &c., are called by some grammarians Reciprocal Pronouns, because they show the object and the agent of the verb to be identical; as—*Saul slew himself*.

VERBS.

VERBS are of three kinds,—Active, Passive, and Neuter.

The ACTIVE VERB expresses action passing from an agent to an object; as—*James prunes the vine*.*

(1) The PASSIVE VERB denotes action which *affects*, or is *received*, or *endured*, by the person or thing which is made the subject of discourse; as—*The vine is pruned by James*; the nature and properties of tin *have been investigated* by chymists.†

* Active verbs are also called *Transitive*, because the action passes from the agent or actor to something else; but verbs which express that kind of action which extends not beyond the agent, are called *Active Intransitive* verbs; as, *we walk*; they *run*.

† The agent or actor is always the nominative case to the active verb, whether transitive or intransitive. The object of the action, or the person or thing acted upon, is always the nominative case to the passive verb; as (active), *David killed Goliath*; (passive), *Goliath was killed by David*.

The **NEUTER VERB** does not express either action or passion, but holds, as it were, a middle place between the active and passive verbs; as—to *sleep*, to *sit*, to *stand*. That poor beggar *is* the son of a prodigal, and the grandson of a miser.

(2) To Verbs belong Number, Person, Mood, and Tense.*

NUMBER AND PERSON.

Verbs have two numbers,—the *singular* and the *plural*; and three persons,—the *first*, *second*, and *third*.

MOODS.

Moods denote the changes which the verb undergoes, to signify the various intentions of the mind.

(3) There are Five Moods: the *Indicative*, *Imperative*, *Potential*, *Subjunctive* or *Conditional*, and *Infinitive*.†

The **INDICATIVE** Mood declares or asserts a thing;

* Though action is the chief characteristic of the verb, yet there are many other circumstances which concur to render it the most complex part of speech in grammar. With the *action* which the verb expresses, it is requisite to notify the *time* of the performance of the action, the *manner* of that performance, and the *circumstance* in which the agent operated. From these considerations arises the necessity of *mood* and *tense*; for tense means time, and mood shows the manner in which the *being*, *action*, or *passion* signified by the verb is represented.

† Though no fixed number of moods is absolutely required, yet there appears no sufficient reason for retrenching the number given above, as each seems necessary to show the distinction by which the verbal action is represented in each form.

as—it *rains* ; or it asks a question; as—*Does he write ? are they come ?*

The IMPERATIVE Mood commands, exhorts, entreats, or permits; as—*Go to school ; remember my advice ; permit him to pass ; let him depart.*

(4) The POTENTIAL Mood denotes possibility, liberty, necessity, power, will, or obligation; and is sometimes used in asking questions; as—*The day may be fine ; he may go ; we must die ; I can run ; he would travel ; she should learn ; may I go ? must we return ?*

The SUBJUNCTIVE Mood is used when condition, doubt, motive, wish, or supposition is implied; as—*If he study he will improve ; were he good he would be happy ; he will not be pardoned unless he acknowledge his fault and promise amendment ; had I been there it should not be so.*

(1) The INFINITIVE Mood represents the action in a general and unlimited manner, without reference to any agent, or connexion with it; as—*to speak, to learn, to think.*

TENSE, OR TIME.

Verbs have two simple tenses,—the present and the past; as—*honour, honoured* ; but with the help of the auxiliaries, these are made to consist of six tenses: namely, the *present*, the *imperfect*, the *perfect*, the *pluperfect*, and the *first and second future tenses*.

(2) The Auxiliary, or helping, Verbs, by which all other verbs are conjugated, are themselves limited to the past and present tenses. They are,—

Present.—*Am, will, shall, do, have, may, can, must.*

Past.—*Was, would, should, did, had, might, could, must.*

(3) The PRESENT Tense represents the action as now going on ; as—I *write*, or I *am writing*.

The PAST or IMPERFECT Tense represents the action as finished, or as unfinished at some past time ; as—George *studied* his lesson, and James *was studying* his when I called him.

(4) The PERFECT Tense represents the action as just now, or very lately finished ; as—I *have got* my lesson ; he *has bought* a book.

The PLUPERFECT Tense represents the action as finished, prior to some other past time specified ; as—I *had finished* my copy before he *came*.

(1) The FIRST FUTURE Tense represents the action as yet to come ; as—I *will go* to school ; he *shall be* present.

The SECOND FUTURE Tense expresses a future action that will be fully accomplished at, or before, the time of another future action or event ; as—I *shall have finished* my business at or before ten o'clock to-morrow.*

(2) Verbs have three Participles,† the *Present*, or

* The present tense is used to express a habit or custom ; as, She *goes* to walk ; he *drinks* no wine. It is also sometimes used for the imperfect, perfect, or future tense ; as, St. Paul *heals* a cripple, and *is stoned* at Lystra ; Moses *tells* us how all things were created in six days ; When he *comes* I will give it to him. The perfect tense denotes the accomplishment of an action in a definite space of time, part of which has yet to elapse ; and hence, the same action may be expressed by using different tenses ; as, The Catholics of Great Britain and Ireland *had been emancipated* before the accession of William IV ; or, The Catholics *were emancipated* in 1829 ; or, In this century the Catholics *have been emancipated*. The perfect tense denotes duration or existence ; as, He *has been* dead four days ; Solomon *has written* parables. The imperfect tense must be applied to writings which do not now exist ; as, St. Paul *wrote* an epistle to the Laodiceans.

† Participles receive their name from participating in the nature of a verb, adjective, and noun. The uses of the present parti-

Progressive, the *Perfect*, and the *Compound Perfect*. The first denotes action continued but not finished, and always ends in *ing*; as—*walking, going*. The second denotes action perfected, and generally ends in *d, ed, or en*; as—*walked, loved, written*. The third denotes action completed before the time referred to, and is formed by placing *having* before the perfect; as—*having walked, having written*.

(3) Verbs are *Regular, Irregular, or Defective*.

Verbs are called **REGULAR** whose imperfect tense and perfect participle terminate in *d, or ed*; as—

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Love	loved	loved
Walk	walked	walked

(4) Verbs, the imperfect tense and perfect participle of which are formed in any other way than by adding *d, or ed*, to the present tense, are called **IRREGULAR**; as—

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Write	wrote	written
Go	went	gone

(1) Verbs are **DEFECTIVE** when they want any of these parts; as—

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Can	could	_____
May	might	_____
Must	must	_____

Verbs are also divided into *Generic* and *Specific*.

The **GENERIC** verbs are so named on account of the vast extent of ideas they express. They are, *do, be, have, shall, will, may, and can*. All other verbs are **SPECIFIC**, being expressive of limited ideas.

ciple are, to form *progressive* tenses with the verb *To Be*; as, *I am writing*; to form adjectives; as, *smoking* chimneys; to form nouns; as, the *burning* of Troy; and to form adverbs; as, *lovingly*.

(2) The inflections of the Generic verbs are :—

DO—*do, did, dost, or doest, doth, does, didst, doing.*

BE—*am, was, been, art, are, wast, were, wert, being.*

HAVE—*have, had, has, hast, hath, having.*

(3) SHALL—*shall, shalt, should, shouldst.*

WILL—*will, wilt, would, wouldst.*

MAY—*may, mayst, might, mightst.*

CAN—*can, canst, could, couldst.*

These words combined with others, form what are called *compound verbs*.

(4) TO HAVE and TO BE are the principal auxiliaries, and are thus varied according to Number, Person, Mood, and Tense:

TO HAVE.

TO BE.

INDICATIVE MOOD.

PRESENT TENSE.

	<i>Singular.</i>
1 Person.	I have.
2	Thou hast.
3	He ^e has.

	<i>Plural.</i>
1.	We have.
2.	You have.
3.	They have.

	<i>Singular.</i>
1.	I am.
2.	Thou art.
3.	He is.

	<i>Plural.</i>
1.	We are.
2.	You are.
3.	They are.

IMPERFECT TENSE.

(1)	<i>Singular.</i>
1.	I had.
2.	Thou hadst.
3.	He had.

	<i>Plural.</i>
1.	We had.
2.	You had.
3.	They had.

	<i>Singular.</i>
1.	I was.
2.	Thou wast.
3.	He was.

	<i>Plural.</i>
1.	We were.
2.	You were.
3.	They were.

* *He, she, or it*, may be used in the third person singular, and *ye or you* in the second person plural.

TO HAVE.

TO BE.

PERFECT TENSE.

(2) *Singular.*

1. I have had.
2. Thou hast had.
3. He has had.

Plural.

1. We have had.
2. You have had.
3. They have had.

Singular.

1. I have been.
2. Thou hast been.
3. He has been.

Plural.

1. We have been.
2. You have been.
3. They have been.

PLUPERFECT TENSE.

(3) *Singular.*

1. I had had.
2. Thou hadst had.
3. He had had.

Plural.

1. We had had.
2. You had had.
3. They had had.

Singular.

1. I had been.
2. Thou hadst been.
3. He had been.

Plural.

1. We had been.
2. You had been.
3. They had been.

FIRST FUTURE TENSE.

(4) *Singular.*

1. I shall or will have.
2. Thou shalt or wilt have.
3. He shall or will have.

Plural.

1. We shall or will have.
2. You shall or will have.
3. They shall or will have.

Singular.

1. I shall or will be.
2. Thou shalt or wilt be.
3. He shall or will be.

Plural.

1. We shall or will be.
2. You shall or will be.
3. They shall or will be.

SECOND FUTURE TENSE.

(1) *Singular.*

1. I shall or will have had.
2. Thou shalt or wilt have had.
3. He shall or will have had.

Plural.

1. We shall or will have had.
2. You shall or will have had.
3. They shall or will have had.

Singular.

1. I shall or will have been.
2. Thou shalt or wilt have been.
3. He shall or will have been.

Plural.

1. We shall or will have been.
2. You shall or will have been.
3. They shall or will have been.

TO HAVE.

TO BE.

IMPERATIVE MOOD.

PRESENT TENSE.

(2)	<i>Singular.</i>	<i>Singular.</i>
2.	Have thou <i>or</i> do thou have.	2. Be thou <i>or</i> do thou be.
	<i>Plural.</i>	<i>Plural.</i>
2.	Have you <i>or</i> do you have.	2. Be you <i>or</i> do you be.

POTENTIAL MOOD.

PRESENT TENSE.

<i>Singular.</i>	<i>Singular.</i>
1. I may, must, <i>or</i> can have.	1. I may, must, <i>or</i> can be.
2. Thou mayst, must, <i>or</i> canst have.	2. Thou mayst, must, <i>or</i> canst be.
3. He may, must, <i>or</i> can have.	3. He may, must, <i>or</i> can be.
<i>Plural.</i>	<i>Plural.</i>
1. We may, must, <i>or</i> can have.	1. We may, must, <i>or</i> can be.
2. You may, must, <i>or</i> can have.	2. You may, must, <i>or</i> can be.
3. They may, must, <i>or</i> can have.	3. They may, must, <i>or</i> can be.

IMPERFECT TENSE.

(3)	<i>Singular.</i>	<i>Singular.</i>
1.	I might, could, would, <i>or</i> should have.	1. I might, could, would, <i>or</i> should be.
2.	Thou mightst, couldst, wouldst, <i>or</i> shouldst have.	2. Thou mightst, couldst, wouldst, <i>or</i> shouldst be.
3.	He might, could, would, <i>or</i> should have.	3. He might, could, would, <i>or</i> should be.
	<i>Plural.</i>	<i>Plural.</i>
1.	We might, could, would, <i>or</i> should have.	1. We might, could, would, <i>or</i> should be.
2.	You might, could, would, <i>or</i> should have.	2. You might, could, would, <i>or</i> should be.
3.	They might, could, would, <i>or</i> should have.	3. They might, could, would, <i>or</i> should be.

TO HAVE.

TO BE.

PERFECT TENSE.

(4)

Singular.

1. I may, must, or can have had.
2. Thou mayst, must, or canst have had.
3. He may, must, or can have had.

Plural.

1. We may, must, or can have had.
2. You may, must, or can have had.
3. They may, must, or can have had.

Singular.

1. I may, must, or can have been.
2. Thou mayst, must, or canst have been.
3. He may, must, or can have been.

Plural.

1. We may, must, or can have been.
2. You may, must, or can have been.
3. They may, must, or can have been.

PLUPERFECT TENSE.

(1)

Singular.

1. I might, could, would, or should have had.
2. Thou mightst, couldst, wouldst, or shouldst have had.
3. He might, could, would, or should have had.

Plural.

1. We might, could, would, or should have had.
2. You might, could, would, or should have had.
3. They might, could, would, or should have had.

Singular.

1. I might, could, would, or should have been.
2. Thou mightst, couldst, wouldst, or shouldst have been.
3. He might, could, would, or should have been.

Plural.

1. We might, could, would, or should have been.
2. You might, could, would, or should have been.
3. They might, could, would, or should have been.

SUBJUNCTIVE MOOD.

PRESENT TENSE.

(2)

Singular.

1. If I have.
2. If thou have.
3. If he have.

Plural.

1. If we have.
2. If you have.
3. If they have.

Singular.

1. If I be.
2. If thou be.
3. If he be.

Plural.

1. If we be.
2. If you be.
3. If they be.

TO HAVE.

TO BE.

IMPERFECT TENSE.

(3) *Singular.*

1. If I had.
2. If thou had.
3. If he had.

Plural.

1. If we had.
2. If you had.
3. If they had.

Singular.

1. If I were.
2. If thou wert.
3. If he were.

Plural.

1. If we were.
2. If you were.
3. If they were.

PERFECT TENSE.

(4) *Singular.*

1. If I have had.
2. If thou hast had.
3. If he has had.

Plural.

1. If we have had.
2. If you have had.
3. If they have had.

Singular.

1. If I have been.
2. If thou hast been.
3. If he has been.

Plural.

1. If we have been.
2. If you have been.
3. If they have been.

PLUPERFECT TENSE.

(1) *Singular.*

1. If I had had.
2. If thou hadst had.
3. If he had had.

Plural.

1. If we had had.
2. If you had had.
3. If they had had.

Singular.

1. If I had been.
2. If thou hadst been.
3. If he had been.

Plural.

1. If we had been.
2. If you had been.
3. If they had been.

FIRST FUTURE TENSE.

(2) *Singular.*

1. If I shall or will have.
2. If thou shalt or wilt have.
3. If he shall or will have.

Plural.

1. If we shall or will have.
2. If you shall or will have.
3. If they shall or will have.

Singular.

1. If I shall or will be.
2. If thou shalt or wilt be.
3. If he shall or will be.

Plural.

1. If we shall or will be.
2. If you shall or will be.
3. If they shall or will be.

TO HAVE.

TO BE.

SECOND FUTURE TENSE.

(3)	<i>Singular.</i>	<i>Singular.</i>
1. If I shall or will have had.		1. If I shall or will have been.
2. If thou shalt or wilt have had.		2. If thou shalt or wilt have been.
3. If he shall or will have had.		3. If he shall or will have been.
	<i>Plural.</i>	<i>Plural.</i>
1. If we shall or will have had.		1. If we shall or will have been.
2. If you shall or will have had.		2. If you shall or will have been.
3. If they shall or will have had.		3. If they shall or will have been.

INFINITIVE MOOD.

(4)	PRESENT TENSE.	PRESENT TENSE.
	To have.	To be.
	PERFECT TENSE.	PERFECT TENSE.
	To have had.	To have been.

PARTICIPLES.

PRESENT.	PRESENT.
Having.	Being.
PERFECT.	PERFECT.
Had.	Been.
COMPOUND PERFECT.	COMPOUND PERFECT.
Having had.	Having been.

(1) The irregular active verb, *To teach*, is conjugated in the following manner:—

Active Verb, To teach.

Passive Verb, To be taught.

TO TEACH.

TO BE TAUGHT.

INDICATIVE MOOD.

PRESENT TENSE.

<i>Singular.</i>	<i>Singular.</i>
1. I teach.	1. I am taught.
2. Thou teachest.	2. Thou art taught.
3. He teaches.	3. He is taught.
<i>Plural.</i>	<i>Plural.</i>
1. We teach.	1. We are taught.
2. You teach.	2. You are taught.
3. They teach.	3. They are taught.

TO TEACH.

TO BE TAUGHT.

PRESENT EMPHATIC.

(2) *Singular,*

1. I do teach.
2. Thou dost teach.
3. He does teach.

Plural.

1. We do teach.
2. You do teach.
3. They do teach.

The passive verb has no *present emphatic* form.

PRESENT PROGRESSIVE.

Singular.

1. I am teaching.
2. Thou art teaching.
3. He is teaching.

Plural.

1. We are teaching.
2. You are teaching.
3. They are teaching.

Singular.

1. I am being taught.
2. Thou art being taught.
3. He is being taught.

Plural.

1. We are being taught.
2. You are being taught.
3. They are being taught.

IMPERFECT TENSE.

(3) *Singular.*

1. I taught.
2. Thou taughtst.
3. He taught.

Plural.

1. We taught.
2. You taught.
3. They taught.

Singular.

1. I was taught.
2. Thou wast taught.
3. He was taught.

Plural.

1. We were taught.
2. You were taught.
3. They were taught.

IMPERFECT EMPHATIC.

Singular.

1. I did teach.
2. Thou didst teach.
3. He did teach.

Plural.

1. We did teach.
2. You did teach.
3. They did teach.

The passive verb has not this form in any tense.

TO TEACH.

TO BE TAUGHT.

IMPERFECT PROGRESSIVE.

(4)

Singular.

1. I was teaching.
2. Thou wast teaching.
3. He was teaching.

Plural.

1. We were teaching.
2. You were teaching.
3. They were teaching.

Singular.

1. I was being taught.
2. Thou wast being taught.
3. He was being taught.

Plural.

1. We were being taught.
2. You were being taught.
3. They were being taught.

PERFECT TENSE.

(1)

Singular.

1. I have taught.
2. Thou hast taught.
3. He has taught.

Plural.

1. We have taught.
2. You have taught.
3. They have taught.

Singular.

1. I have been taught.
2. Thou hast been taught.
3. He has been taught.

Plural.

1. We have been taught.
2. You have been taught.
3. They have been taught.

PERFECT PROGRESSIVE.

Singular.

1. I have been teaching.
2. Thou hast been teaching.

No progressive form in the passive voice.*

PLUPERFECT TENSE.

(2)

Singular.

1. I had taught.
2. Thou hadst taught.
3. He had taught.

Plural.

1. We had taught.
2. You had taught.
3. They had taught.

Singular.

1. I had been taught.
2. Thou hadst been taught.
3. He had been taught.

Plural.

1. We had been taught.
2. You had been taught.
3. They had been taught.

* The *progressive* tenses of active and neuter verbs are, generally, formed by adding the present participle of the particular verb, to the corresponding tense of the verb, *To Be*. Passive verbs have the progressive form only in the present and imperfect tenses of the indicative mood, and in the imperfect tense of the subjunctive mood.

TO TEACH.

TO BE TAUGHT.

FIRST FUTURE TENSE.

(3)

Singular.

1. I shall *or* will teach.
2. Thou shalt *or* wilt teach.
3. He shall *or* will teach.

Plural.

1. We shall *or* will teach.
2. You shall *or* will teach.
3. They shall *or* will teach.

Singular.

1. I shall *or* will be taught.
2. Thou shalt *or* wilt be taught.
3. He shall *or* will be taught.

Plural.

1. We shall *or* will be taught.
2. You shall *or* will be taught.
3. They shall *or* will be taught.

SECOND FUTURE TENSE.

(4)

Singular.

1. I shall *or* will have taught.
2. Thou shalt *or* wilt have taught.
3. He shall *or* will have taught.

Plural.

1. We shall *or* will have taught.
2. You shall *or* will have taught.
3. They shall *or* will have taught.

Singular.

1. I shall *or* will have been taught.
2. Thou shalt *or* wilt have been taught.
3. He shall *or* will have been taught.

Plural.

1. We shall *or* will have been taught.
2. You shall *or* will have been taught.
3. They shall *or* will have been taught.

IMPERATIVE MOOD.*

(1)

Singular.

2. Teach thou *or* do thou teach.

Plural.

2. Teach you *or* do you teach.

Singular.

1. Let me be taught.
2. Be thou *or* do thou be taught.
3. Let him be taught.

Plural.

1. Let us be taught.
2. Be you *or* do you be taught.
3. Let them be taught.

* The Imperative Mood has no past or future tense, because no command or permission can be given, no exhortation or entreaty made, but at the present time. Even in that one tense, the forms of the verb in the first and third persons, are rejected in all our modern grammars. The reasons generally assigned for their rejection are,—I. that no address in the imperative mood can

TO TEACH.

TO BE TAUGHT.

POTENTIAL MOOD.

Active.

PRESENT TENSE.

Passive.

(2)

Singular.

1. I may or can teach.
2. Thou mayst or canst teach.
3. He may or can teach.

Plural.

1. We may or can teach.
2. You may or can teach.
3. They may or can teach.

Singular.

1. I may or can be taught.
2. Thou mayst or canst be taught.
3. He may or can be taught.

Plural.

1. We may or can be taught.
2. You may or can be taught.
3. They may or can be taught.

be made but to the *second* person; and, II. that the word *let* being always a principal verb, and the verb which follows it being in the *infinitive mood*, there can be no form of the verb, in the first and third persons, in the imperative mood. These remarks are, evidently, applicable to such forms of expression as—*Let me go; let us walk; let him come; &c.*, in which the verb *let* is equivalent to *permit*; and in which the accomplishment of the action depends upon the will of the person addressed. In such sentences as—*Let me reflect; let him beware, &c.*, in which the second person has no power whatever to grant or reject the address, it is evident that some distinction must be made between them and those above mentioned; and where will be the distinction if *let*, in each, be made a principal verb, agreeing with *thou* or *you*, understood, and the following verb be put in the infinitive mood? That *let* may sometimes be an auxiliary verb, and that the imperative mood can, in some cases, have a first and third person, will appear evident from the following observations.—In the imperative sentence—“John, teach William,” *John* is the agent, *William* the object, and *teach* is an active verb in the imperative mood. The passive form of this sentence is—“Let William be taught by John.” Here, as in all other passive sentences, the object is the nominative case to the verb. If for *William* we substitute the pronoun, the sentence will be,—“Let him be taught by John.” Why not—“Let he be taught by John,” as this would be conformable to all other rules of Syntax? The reason is plain;—*let* is generally a principal verb; and being active, it takes the *objective case* of the pronoun after it. Now, if the nominative case of the pronoun followed *let*, when it is used as an auxiliary, difficulties and seeming inconsistencies would ensue; and hence, by an idiom of the language, the objective case of the pronoun is, on all occasions, placed after *let*, whether it be used as an auxiliary or principal verb. Were *let* to be used as a principal verb in such examples as we have cited, and the following verb, *be taught*, put in the infinitive mood, then we would have an active verb in the imperative mood; which when changed into a passive form, should be put into the infinitive mood. Either, then, *let* must be in some cases an auxiliary verb, or we will have a class of active verbs in the imperative mood, which cannot be changed to a passive form without changing the imperative to the infinitive mood. We, of course, with Lindley Murray and Doctor Lowth, adopt the former alternative; and on that account have given the imperative mood in the passive form in the first and third persons. It will, however, be understood, that whenever the accomplishment of the verbal action depends upon the will of the person addressed, there can be no imperative form but in the second person.

TO TEACH.

TO BE TAUGHT.

IMPERFECT TENSE.

(3)

Singular.

1. I might, could, would, or should teach.
2. Thou mightst, couldst, wouldst or shouldst teach.
3. He might, could, would, or should teach.

Plural.

1. We might, could, would, or should teach.
2. You might, could, would, or should teach.
3. They might, could would, or should teach.

Singular.

1. I might, could, would, or should be taught.
2. Thou mightst, couldst, wouldst or shouldst be taught.
3. He might, could, would, or should be taught.

Plural.

1. We might, could, would, or should be taught.
2. You might, could, would, or should be taught.
3. They might, could, would, or should be taught.

PERFECT TENSE.

(4)

Singular.

1. I may or can have taught.
2. Thou mayst or canst have taught.
3. He may or can have taught.

Plural.

1. We may or can have taught.
2. You may or can have taught.
3. They may or can have taught.

Singular.

1. I may or can have been taught.
2. Thou mayst or canst have been taught.
3. He may or can have been taught.

Plural.

1. We may or can have been taught.
2. You may or can have been taught.
3. They may or can have been taught.

PLUPERFECT TENSE.

(1)

Singular.

1. I might could, would, or should have taught.
2. Thou mightst, couldst, wouldst or shouldst have taught.
3. He might, could, would, or should have taught.

Singular.

1. I might, could, would, or should have been taught.
2. Thou mightst, couldst, wouldst or shouldst have been taught.
3. He might, could, would, or should have been taught.

TO TEACH.

Plural.

1. We might, could, would, *or* should have taught.
2. You might, could, would, *or* should have taught.
3. They might, could, would, *or* should have taught.

TO BE TAUGHT.

Plural.

1. We might, could, would, *or* should have been taught.
2. You might, could, would, *or* should have been taught.
3. They might, could, would, *or* should have been taught.*

SUBJUNCTIVE MOOD.

PRESENT TENSE.

(2)

Singular.

1. If I teach.
2. If thou teach.
3. If he teach.

Plural.

1. If we teach.
2. If you teach.
3. If they teach.

Singular.

1. If I be taught.
2. If thou be taught.
3. If he be taught.

Plural.

1. If we be taught.
2. If you be taught.
3. If they be taught.†

IMPERFECT TENSE.

(3)

Singular.

1. If I taught.
2. If thou taught.
3. If he taught.

Plural.

1. If we taught.
2. If you taught.
3. If they taught.

Singular.

1. If I were taught.
2. If thou wert taught.
3. If he were taught.

Plural.

1. If we were taught.
2. If you were taught.
3. If they were taught.

PERFECT TENSE.

(4)

Singular.

1. If I have taught.
2. If thou hast taught.
3. If he has taught.

Plural.

1. If we have taught.
2. If you have taught.
3. If they have taught.

Singular.

1. If I have been taught.
2. If thou hast been taught.
3. If he has been taught.

Plural.

1. If we have been taught.
2. If you have been taught.
3. If they have been taught.

* Though the *potential mood* has no future form, yet future time may be expressed by means of adverbs ; as—I may have it *to-morrow*.

† The progressive and emphatic forms are like those of the indicative mood.

TO TEACH.

TO BE TAUGHT.

PLUPERFECT TENSE.

(1)

Singular.

1. If I had taught.
2. If thou hadst taught.
3. If he had taught.

Plural.

1. If we had taught.
2. If you had taught.
3. If they had taught.

Singular.

1. If I had been taught.
2. If thou hadst been taught.
3. If he had been taught.

Plural.

1. If we had been taught.
2. If you had been taught.
3. If they had been taught.

FIRST FUTURE TENSE.

(2)

Singular.

1. If I shall or will teach.
2. If thou shalt or wilt teach.
3. If he shall or will teach.

Plural.

1. If we shall or will teach.
2. If you shall or will teach.
3. If they shall or will teach.

Singular.

1. If I shall or will be taught.
2. If thou shalt or wilt be taught.
3. If he shall or will be taught.

Plural.

1. If we shall or will be taught.
2. If you shall or will be taught.
3. If they shall or will be taught.

SECOND FUTURE TENSE.

(3)

Singular.

1. If I shall or will have taught.
2. If thou shalt or wilt have taught.
3. If he shall or will have taught.

Plural.

1. If we shall or will have taught.
2. If you shall or will have taught.
3. If they shall or will have taught.

Singular.

1. If I shall or will have been taught.
2. If thou shalt or wilt have been taught.
3. If he shall or will have been taught.

Plural.

1. If we shall or will have been taught.
2. If you shall or will have been taught.
3. If they shall or will have been taught.

TO TEACH.

TO BE TAUGHT.

INFINITIVE MOOD.

(4)	PRESENT.		PRESENT.
	To teach or to be teaching.		To be taught.
	PERFECT.		PERFECT.
	To have taught or to have been teaching.		To have been taught.

PARTICIPLES.

(1)	OF ACTIVE VERB.		OF PASSIVE VERB.
	Present or active,—teaching.		Being taught.
	Perfect or passive,—taught.		Taught.
	Compound Perf.—having taught.		Having been taught.

IRREGULAR VERBS.

(2) The English language contains a number of irregular verbs, which may be divided into three classes, namely; I. such as have the present and imperfect tense and perfect participle the same; II. such as have the imperfect tense and perfect participle the same; and III. such as are different in each one of these three forms.*

* Examples of each class occur in the following list, as also of such as admit of the *regular* and *irregular* forms. The regular forms ought to be preferred: they are marked with an R.

LIST OF THE IRREGULAR VERBS.

Present.	Past.	Perf. Part.
Abide	abode	abode
Am	was	been
Arise	arose	arisen
Awake, R.	awoke or awaked	awaked
Bake	baked	baked or baken
Bear, to bring forth	bore or bare	born
Bear, to carry	bore or bare	borne
Beat	beat	beat or beaten
Become	became	become
Begin	began	begun

Many verbs become irregular by contraction; as—
feed, fed; creep, crept.

<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>
Behold	beheld	beheld, beholden
Bend, R.	bent, bended	bent, bended
Bereave, R.	bereft, bereaved	bereft, bereaved
Beseech	besought	besought
Bid	bade, bid	bidden
Bind	bound	bound
Bite	bit	bitten, bit
Bleed	bled	bled
Blow	blew	blown
Break	broke, brake	broken
Breed	bred	bred
Bring	brought	brought
Build, R.	built, builded	built, builded
Burst	burst	burst
Buy	bought	bought
Cast	cast	cast
Catch, R.	caught, catched	caught, catched
Chide	chid	chidden
Choose	chose	chosen
Cleave, R., <i>to adhere</i>	clave, cleaved	cleaved
Cleave, <i>to split</i>	clove, clave, cleft	cloven, cleft
Cling	clung	clung
Climb	climbed, clomb	climbed
Clothe, R.	clothed, clad	clothed, clad
Come	came	come
Cost	cost	cost
Crow, R.	crowed, crew	crowed
Creep	crept	crept
Cut	cut	cut
Dare, R. <i>to venture</i>	durst, dared	dared
Deal, R.	dealt, dealed	dealt, dealed
Dig, R.	dug, digged	dug, digged
Do	did	done
Draw	drew	drawn
Drink	drank	drunk, drunken
Drive	drove	driven
Dwell, R.	dwelt, dwelled	dwelt, dwelled
Eat	ate	eaten
Fall	fell	fallen
Feed	fed	fed
Feel	felt	felt

(3) The **GENERIC** or **AUXILIARY** verbs are the most frequently used of any words in the language. Other

<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>
Fight	fought	fought
Find	found	found
Flee	fled	fled
Fling	flung	flung
Fly	flew	flown
Forbear	forbore, forbare	forborn
Forget	forgot	forgotten, forgot
Forsake	forsook	forsaken
Freeze	froze	frozen
Get	got, gat	gotten, got
Gild, R.	gilt, gilded	gilt, gilded
Gird, R.	girt, girded	girt, girded
Give	gave	given
Go	went	gone
Grave R.	graved	graven, graved
Grind	ground	ground
Grow	grew	grown
Hang, R.	hung, hanged	hung, hanged
Have	had	had
Hear	heard	heard
Heave, R.	heaved, hove	heaved, hoven
Help, R.	helped	helped
Hew, R.	hewed	hewn, hewed
Hide	hid	hidden, hid
Hit	hit	hit
Hold	held	held, holden
Hurt	hurt	hurt
Keep	kept	kept
Kneel	knelt	knelt
Knit, R.	knit, knitted	knit, knitted
Know	knew	known
Lade	laded	laden
Lay	laid	laid
Lead	led	led
Leave	left	left
Lend	lent	lent
Let	let	let
Lie	lay	lain
Lift, R.	lifted, lift	lifted, lift
Light, R.	lighted, lit	lighted, lit
Load, R.	loaded	loaden, loaded

words joined with them determine their meaning, which otherwise would be unlimited in signification; as—*I will*,

<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>
Lose	lost	lost
Make	made	made
Mean	meant	meant
Meet	met	met
Mow, R.	mowed	mown, mowed
Pay	paid	paid
Put	put	put
Quit	quit, quitted	quit
Read	read	read
Rend	rent	rent
Rid	rid	rid
Ride	rode, rid	ridden, rid
Ring	rung, rang	rung
Rise	rose	risen
Rive	rived	riven
Rot	rotted	rotted
Run	ran	run
Saw, R.	sawed	sawn, sawed
Say	said	said
See	saw	seen
Seek	sought	sought
Seethe	seethed	sodden
Sell	sold	sold
Send	sent	sent
Set	set	set
Shake	shook	shaken
Shape, R.	shaped	shaped, shapen
Shave, R.	shaved	shaved, shaven
Shear, R.	sheared, shore	shorn
Shed	shed	shed
Shine, R.	shone, shined	shone, shined
Shew	shewed	shewn
Show	showed	shown
Shoe	shod	shod
Shoot	shot	shot
Shrink	shrunk, shrank	shrunk
Shred	shred	shred
Shut	shut	shut
Sing	sung, sang	sung
Sink	sunk, sank	sunk, sunken
Sit	sat	sitten, sat

which is indeterminate, until another word is added ; as—
I will read.

<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>
Slay	slew	slain
Sleep	slept	slept
Slide	slid	slidden
Sling	slung, slang	slung
Slink	slunk, slank	slunk
Slit, R.	slit, slitted	slit, slitted
Smite	smote	smitten, smit
Sow, R.	sowed	sown, sowed
Speak	spoke, spake	spoken
Speed	sped	sped
Spend	spent	spent
Spill, R.	spilt, spilled	spilt, spilled
Spin	spun, span	spun
Spit	spit, spat	spit, spitten
Split, R.	split, splitted	split, splitted
Spread	spread	spread
Spring	sprung, sprang	sprung
Stand	stood	stood
Steal	stole	stolen
Stick	stuck	stuck
Sting	stung	stung
Stink	stunk, stank	stunk
Stride	strode, strid	stridden
Strike	struck	struck, stricken
String	strung	strung
Strive	strove	striven
Strew or strow, R.	strewed, strowed	{ strown, strewed, strowed
Swear	swore, sware	sworn
Sweat	sweat	sweat
Sweep	swept	swept
Swell, R.	swelled	swelled, swollen
Swim	swam, swum	swum
Swing	swung, swang	swung
Take	took	taken
Teach	taught	taught
Tear	tore, tare	torn
Tell	told	told
Think	thought	thought
Thrive	throve, thrived	thriven
Throw	threw	thrown

ADVERBS.

(4) ADVERBS bear a similar relation to verbs, adjectives, or other adverbs, that adjectives do to nouns; and can in some instances be compared like adjectives; as—nobly, more nobly, most nobly; soon, sooner, soonest.

Adverbs are generally contractions of sentences, or clauses of sentences, and express in one word, what otherwise would require two or more words; as—mildly, denotes, *in a mild manner*.*

<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>
Thrust	thrust	thrust
Tread	trod, trode	trodden
Wax, R.	waxed	waxed, waxen
Wear	wore	worn
Weave	wove	woven
Weep	wept	wept
Win	won	won
Wind	wound, winded	wound
Work, R.	wrought, worked	wrought, worked
Wring, R.	wrung, wringed	wrung, wringed
Write	wrote, writ	written, writ
Writhe, R.	writhed	writhen, writhed

DEFECTIVE VERBS.

<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>
Can	could	_____
Forego	_____	foregone
May	might	_____
Must	must	_____
Ought	ought	_____
Quoth	quoth	_____
Shall	should	_____
Will	would	_____
Wis	wist	_____
Wit or wot	wot	_____

* Adverbs are divided into a variety of classes;—the following are the principal:—

I. Of QUALITY or MANNER, formed by adding *ly* to certain adjectives; as—sharp, *sharply*; sober, *soberly*.

II. ORDER; as—*firstly*, *secondly*, *thirdly*.

(1) Adverbs generally follow verbs, but precede adjectives ; as—He labours *diligently*; *very* bad.

PREPOSITIONS.

PREPOSITIONS are, for the most part, but contractions or combinations of other words. They require an objective case after them, and may, in many instances, be considered as adverbs, when the object is omitted. They generally show the position or local situation of the noun with respect to some other object.*

CONJUNCTIONS.

(2) CONJUNCTIONS are divided into two classes,—*copulative* and *disjunctive*.

III. TIME ;—now, to-day, yesterday, before, already, heretofore, lately, hitherto, long ago, then, ever, never.

IV. QUANTITY ;—much, little, enough, how much, how great, &c.

V. PLACE ;—here, there, where, hither, thither, whither, hence, thence, &c.

VI. AFFIRMATION ;—certainly, truly, doubtless, yes, yea, &c.

VII. NEGATION ;—nay, no, not, by no means, &c.

VIII. INTERROGATION ;—how, why, where, when, wherefore, &c.

IX. EXPLAINING ;—namely, to wit, as, &c.

X. EQUALITY and INEQUALITY ;—so, thus, as, alike, else, otherwise, &c.

XI. EXCESS and DEFECT ;—very, exceedingly, too, too much, more, better, mostly, almost, less, nearly, &c.

XII. SEPARATIVE and CONJUNCTIVE ;—apart, away, asunder, together, jointly, &c.

XIII. CONTINGENCY or DOUBT ;—perhaps, peradventure, possibly, perchance, &c.

* The principal prepositions are—

Above, about, after, against, amidst, among, around, at, before, below, beneath, behind, beyond, beside, between, by, from, for, in, into, near, nigh, of, off, on, over, round, through, to, throughout, towards, under, underneath, until, with, within, without, &c.

The Conjunction **COPULATIVE** connects or continues a sentence, by expressing an addition, a supposition, a cause, &c. ; as—He learns his lesson *because* he is attentive.*

(3) The Conjunction **DISJUNCTIVE** connects the sentence, and also expresses opposition of meaning in different degrees ; as—*Though* you were created without your concurrence, *yet* you will not be saved without your concurrence.†

INTERJECTIONS.

(4) The principal interjections are, *O*,† *oh*, *ah*, *alas*, *alack*, *hush*, *hurra*, *hark*, *lo*, *ha*, *adieu*. Other words, as verbs, adjectives, adverbs, &c., become interjections, when uttered as exclamations ; as—hail ! away ! strange ! nonsense ! folly !

* And, because, both, for, if, since, then, that, therefore, and wherefore, *belong to this class*.

† The disjunctive conjunctions are—

As, but, either, lest, neither, nor, notwithstanding, yet, than, or, unless, though, &c.

“As there are many conjunctions and connective phrases appropriated to the coupling of sentences, that are never employed in joining the members of a sentence, so there are several conjunctions appropriated to the latter use, which are never employed in the former, and some that are equally adapted to both these purposes ; as—*again*, *farther*, *besides*, &c., of the first kind ; *than*, *unless*, *that*, *so that*, &c., of the second ; *and*, *but*, *for*, *therefore*, &c., of the last.”

‡ “In writing, the interjections *O* and *oh* are sometimes improperly used, the one for the other. When a person, place, or thing, is spoken to, the interjection *O* ought to be used ; but the interjection *oh*, when a violent or painful emotion of the mind is expressed.”

CONNEXION OF THE DIFFERENT PARTS OF SPEECH WITH ONE ANOTHER.

A noun is the only part of speech which expresses a distinct idea, without the help of any other word. It may, indeed, be regarded as the basis of all the other parts of speech, as they all, in some measure, depend upon it, and are so connected with each other, as to render the independent existence of any one of them almost impossible. A noun cannot exist without possessing some qualities or properties; hence, there can be no *noun* without *adjectives* to express those qualities: and as properties or qualities cannot exist without the substantives to which they are attached, so there could be no adjectives were there not nouns or substantives with which they might be connected.

Pronouns being used instead of nouns, must evidently depend upon them; and had there been no nouns, there could be no pronouns. Verbs must have been coeval with nouns; for the *action* or *energy*, which nouns must necessarily exercise, can be expressed only by verbs. Nouns and verbs are therefore so connected with each other, that no one of them could possibly be without the other. The noun is the *subject* of the *being*, *action*, or *suffering*, which the verb expresses; and as every noun must be in some one of those states, it follows that no one of those states could be conceived to exist without the noun. The verb, then, could not be without the noun, nor could the noun have existence without the verb.

As the chief use of adverbs is to modify the verb, verbs must be accompanied by adverbs. The adverb indicates the quality of the action, or the manner in which that is performed which the verb is made to express; as—he reads correctly. Here the verb *reads* is qualified by the adverb *correctly*; and thus are adverbs inseparably united with the parts of speech already noticed. Prepositions would seem to denote those relations to place or position which nouns are known to hold when referred to other objects; as—The book is *on* the desk, or *in* the desk, or *over* the desk, or *under* the

desk, or *near* the desk; *above* the desk; *below* the desk; in motion *towards* the desk; *from* the desk, &c. Here again the very existence of the noun includes the necessity of prepositions.

This intimate connexion of the parts of speech with one another is well worth the attention of the Teacher, who may, by examples suited to the capacities of his pupils, carry out this brief notice, to any necessary extent. And as no member of the body can be independent of the others, so no part of speech can exist without the rest, if we except the interjection, which some grammarians do not rank as a part of speech, and which, from its nature, must be unconnected with any word.

Conjunctions are the links which bind words together to form sentences. They are absolutely necessary in grammar to connect single words and parts of sentences together; and although we cannot join them to the verb or noun like the other parts of speech, yet they can no more exist without them than the adjective without the noun, or the adverb without the verb: for there could not be links, were there no objects to be joined by them. Though conjunctions do not bear that kind of relation to the verb or noun that adjectives and adverbs do, still they could not subsist without them.

Thus these different groups of words depend mutually upon each other; and, like the genera of natural history, so insensibly does one glide into the other, that it is difficult in many cases to determine the limits of each class. The same word not unfrequently becomes an adverb, a conjunction, and a preposition. An objective case placed after certain prepositions, deprives them of their adverbial or conjunctive appearance. Adjectives and adverbs so nearly approach that it often becomes difficult to determine to which certain words belong. The verb glides into the participle, the participle into the adjective, and the adjective often so nearly approximates the noun, as in some instances to make it a matter of indifference to which it is attached. Pronouns, and adjectives derived from pronouns, are sometimes so closely related that grammarians feel often at a loss in which class certain words

should be included. The leading features of each part of speech are, however, so distinct, that cases which involve either difficulty or doubt in the mind of an experienced grammarian, very rarely occur; but as individual opinion is less liable to be checked in language than in positive science, grammar is, on that account, more obnoxious to arbitrary opinions than any other department of science or literature.

EXERCISES TO BE PARSED.

Article and Noun.

A tree.
A field.
An angel.
An angle.
A house.
An ocean.

The sea.
The city.
The flowers.
Temperance.
Honesty.
Industry.

Article, Adjective, and Noun.

A good book.
An honest man.
A finer landscape.
The mildest season.
The best boy.
The coldest day.
A worse horse.
A wiser student.
A little portion.
A slothful scholar.
The greater sum.
An evil hour.
A delightful prospect.
A disinterested person.
An evening walk.
A pleasing appearance.
A lovely scene.

A loving child.
A circular opening.
A cubical figure.
A square pyramid.
An unwholesome atmosphere.
The first six boys.
The last two days.
A tall old man.
A well-tryed friend.
The temperance pledge.
The English language.
The Irish character.
The Spanish nation.
An Italian manuscript.
The supreme court.
The everlasting church

Pronoun, Verb, &c.

I am well.
Thou art happy.

He is good.
She is prudent.

It is imperfect.
 We love reading.
 You are submissive.
 They are attentive.
 You are troublesome.
 I teach him.
 I will teach him.
 Thou mayest do it.
 He can annoy us.
 She saw them.
 It torments me.
 Thou commandest him.
 He assists them.
 It troubles you.
 We instruct them.
 You did condemn it.
 They will employ us.
 He consoles them.
 I am alone.
 Thou wert solicitous.
 He is a scholar.
 He has been thinking.
 She had been there.

It will be fine.
 You will not stay.
 We shall come.
 He might have helped them.
 They may have followed.
 They might consider.
 We could not give it.
 They ought to find it.
 He must return them.
 I should have taught him.
 We are instructed.
 They will be comforted.
 He is being taught.
 Thou art being watched.
 We are being followed.
 It is being built.
 It was being built.
 I did the work.
 Had we gone there.
 He is gone out.
 He went out.
 We shall have done it.
 I am grown old.

Adverb, Preposition, Conjunction, &c.

I knew him formerly to be well conducted; latterly I have no knowledge of him.
 With the worship of fire, that of water was usually joined by the gentiles.
 Ireland, at no very remote period, must have been abundantly wooded.
 Great minds are easy in prosperity, and quiet in adversity.
 Fundamental truths can never be too familiarly explained.
 Fool-hardiness should never be mistaken for courage.
 There go men in pursuit of Nero.
 Vice is infamous, though in a prince, and virtue honourable, though in a peasant.
 The good Christian will patiently and courageously endure the labours of this life.

Alas! have not your sins, like those of Nineve, called for vengeance?
 Whence comes it then, that eternity is so seldom thought of?
 Now is the time for thee to see and examine how stands thy soul.
 How mean a figure will the great ones of this life make, who shall be placed at the left hand of the great Judge!
 Quarrels are generally the offspring of pride.
 Reptiles are separated into four divisions, namely, *chelon*, *sauria*, *ophidia*, and *batrachia*.
 Try particularly to remember those points in which you are wrong, lest you fall into the same error again.

There is no sense through which we acquire knowledge more	speedily than through that of hearing.
--	---

Examples in which the same word becomes a different part of speech.

I esteem him, *for* he is uniformly virtuous.

Were it not *for* him, we could not have succeeded.

For is sometimes a conjunction, though generally a preposition.

Calms frequently occur in the Atlantic Ocean, opposite the Coast of Guinea.

He who *calms* his passions, is truly a conqueror.

We must *fight* continually against our vices and passions.

Cock *fight*s are cruel sports, which should be discountenanced.

The *battle* of Waterloo continued for three days.

A *battle* field presents a sight calculated to create the most painful feelings.

The incredulous Jews beheld the progress of Christianity with an *evil* eye.

As soon as a child has the first idea of *evil*, he hides himself to commit it.

If water be cooled to a low degree, it will shoot into crystals and *form* ice.

Quicksilver takes every *form* one *wishes* to give it, but finally reassumes its own natural fluid state.

Our *wishes* should correspond with our *wants*.

Man *wants* but little here below, nor wants that little long.

Little children please and fatigue themselves with running after butterflies.

Air or gas is totally devoid of any cohesive attraction.

Air pipes are absolutely necessary for the close cabins of steam-boats.

Air your clothes before you wear them, or you will catch *cold*.

Cold days frequently occur in summer.

Chalk is composed of carbonic acid and lime.

Chalk the line that it may be distinctly seen.

Oppression is ever accompanied by *fear*.

They *fear* to do evil.

Spring hushes the stormy winds, discloses the flowers, and promises the fruits.

A certain degree of warmth and moisture is necessary to make seeds *spring* up.

Hail is nothing but drops of rain frozen in the atmosphere.

Hail him, and tell him to return speedily.

Sea petrifications are found in great abundance all over the world.

The Mediterranean *sea*, with its branches, is larger than

all the other European seas together.

The *cure* which is made leisurely is always the most perfect.

To *cure* pulmonary diseases is exceedingly difficult.

Charity never enters the heart without bringing all other virtues in her *train*.

Train up a child to virtue, and he will not depart from it.

A *ship* carpenter is, at present, a bad trade in Ireland.

The *ship*, Caledonia, is a first-rate man of war.

He purchased cattle to *ship* them for England.

ELLIPTICAL EXERCISES IN PARSING.

Articles.

He has — violent head-ache.

She has — new book.

It is — shame to be idle.

I have — applo.

What — bold act.

Have you seen — Lakes of Killarney?

Did he pass — Alps?

He paid — debt unwillingly.

He is — obedient child.

— trees are covered with blossoms.

He came from Dublin by — ten o'clock train.

Every object has — name.

— noun has no tense.

— verb has no case.

— adjective cannot be conjugated.

Classification is — first part of Etymology.

Russia is — largest empire;

China — most populous;

Great Britain — most wealthy.

— virtuous are — most happy.

— wicked are miserable.

He opened — valve and — steam came out.

— star, Sirius, gives twice as much light as — sun.

— ship, Caledonia, carries one hundred and twenty guns.

Ellipsis of Nouns.

A quadruped has four —.

A biped has two —.

High — are covered with perpetual snow, and sometimes with glaciers.

The — is the largest of land animals.

— is the most valuable of all metals.

— is the greatest of all virtues.

Faith without good — is dead.

The Mediterranean is the largest of the European —.

The — is the largest river in Ireland.

_____ is the highest of the
Alpine summits.
Avoid evil _____.
Are you aware that an idle _____
never becomes a good _____?
The peak of Teneriffe may be
seen at the distance of a
hundred _____.
One added to nineteen makes
_____.
Europe, Asia, and Africa, com-
pose the eastern _____.
The Atlantic Ocean separates
_____ from _____.
Vesuvius is the only volcano
on the continent of _____.
Mount Etna is a _____ in Si-
cily.

Hecla is in the _____ of Ice-
land.
With what tenderness quadru-
peds nurse their _____!
In the Indian Ocean there are
winds called trade _____.
If twenty-four measures of snow
were melted they would pro-
duce but one of _____.
A pound of sea-water contains
two ounces of _____.
The leaves of trees form one of
the greatest beauties of _____.
With what goodness does _____
provide for our happiness!
We do not pay attention enough
to the gifts of _____.
Sugar is produced from the
juice of a certain _____.

Ellipsis of the Adjective.

The _____ flowers soon fade.
He has seen it _____ times.
That _____ castle was built by
the Conqueror.
His _____ brother has a prior
claim.
He is the _____ boy in school.
The music is most _____.
These poor people are very
_____.
He rendered his friend the most
_____ assistance.
Summer is the _____ season.
She is more _____ than her
sister.
_____ boy must read in turn.

Let _____ boy remain in his
place.
_____ books are mine; _____
are his.
James is _____ years of age.
John is but _____.
_____ man, woman, and child,
was present.
Exercise makes us _____ and
_____.
Lake Superior is the _____
fresh-water lake in the world.
No _____ boy will tell lies.
_____ books, _____ slate, and
_____ pens are mine.
Which city is _____, London
or Pekin?

Ellipsis of the Pronoun.

_____ is a very troublesome
boy.
I lent my pen-knife to _____.

_____ are the most virtuous
family in the city.

_____ are the most temperate people in Europe.

I travelled with _____ to Dublin.

He treated _____ very kindly.

_____ met and shook hands.

Forgive _____ the injury he has done _____.

The general encouraged _____ men.

A good boy loves _____ parents.

He laid _____ book on _____ paper.

That is _____ but this _____.

I esteem _____ because _____ is good.

Were _____ good _____ would be happy.

I lent _____ a book, but _____ did not return _____ to _____.

Many are better than _____ suppose _____ to be.

That is the vice _____ I hate.

This is the friend _____ I love.

Every man consoles _____ with the hope of change.

Cato killed _____.

He caused _____ to be despised.

_____ dost thou think _____ to be?

Let _____ try to prove it.

We are helping _____.

Ellipsis of the Verb.

The light _____ beautiful.

The sun _____ up.

The moon _____ brightly.

I _____ the expedient.

Everything on earth _____ good if proper use _____ of it.

The variety of vegetables _____ prodigious.

Mischievous beasts _____ a certain fear of man.

The rattle-snake, which _____ the most venomous of its kind, _____ warning of its approach.

The crocodile _____ so heavy, and _____ with such difficulty, that it _____ easy to escape from it.

Birds, which _____ their food in marshy places _____ a long bill and long legs.

Insects that _____ on prey _____ mouths shaped like nippers.

Why _____ the eyes of the mole so sunk and small?

Some animals _____ wings and feet, others _____ without either.

What art _____ in the formation of birds!

The Nile _____ its banks at certain marked periods.

We _____ of no substance that _____ either perfectly opaque or perfectly transparent.

Gold _____ so thin as to be pervious to light.

The pole which _____ above our horizon is the north pole.

What _____, during the day, of the stars which we _____ in the night?

The earth _____ a globe about eight thousand miles in diameter.

All rivers _____ the curvature of hoops applied to the surface of the earth.

There ——— varieties in all
species of animals.
Darker and darker ———
around the shadows from the
pines.

It — the hour with hymn
and prayer ——— round thy
shrine.

Ellipsis of the Adverb.

He is ——— ill.
He writes ——— ———.
They study ——— ———.
We are ——— disappointed.
I am ——— pleased with him.
He is ——— a friend.
I wish him to do it ———.
He talked so ——— that many
believed him innocent.
He spoke ——— and ———.
They live very ——— together.
Mercury is ——— fourteen
times heavier than water.
Force ——— supplies the place
of justice.
—— no divine commandment
needs an apology.

How ——— the birds sing !
I could ——— do it ——— but
will ———.
We see a multitude of animals
all ——— formed.
What is ——— believed to con-
stitute the difference between
plants and animals ?
In the immense garden of na-
ture there is no place ———
barren.
How ——— fine must be the
impression which the rays of
light produce on the retina of
the eye !

—— and —— we laid him down,
From the field of his fame fresh and gory ;
We carved —— a line, we raised —— a stone,
But we left him —— in his glory.

Ellipsis of the Preposition.

Rain is formed —— the mix-
ing —— two masses ——
air —— different tempera-
tures.
—— break —— day, ——
the first —— March, I de-
parted —— the Holy
Mountain, accompanied ——
a religious, an Arab, and my
janissary.
—— his talents much might
be said ; —— his integrity,
nothing.

—— South America there
were formerly some great
nations.
Next —— Asia, Africa is
the largest part —— our
hemisphere.
Observe the number ——
creeping plants, —— the
tender bind-weed —— the
vine.
All sounds are produced ——
means —— the air.

Sound goes a German league
 ——— about twenty seconds.
 We ought to admire the power
 and wisdom ——— the Cre-

ator ——— the forming and
 preserving ——— animals,
 and his goodness ——— giv-
 ing them ——— our use.

Ellipsis of the Conjunction.

Spring ——— Autumn are
 scarcely perceptible in some
 countries.

The weather in February ———
 April is generally very uncer-
 tain.

By degrees, ——— we advance
 towards the north ——— to-
 wards the south, the Spring
 ——— Autumn are less
 marked.

All vegetables spring from seeds,
 ——— the greater number
 of these are not sown.

The sky over our heads, ———
 the earth under our feet, re-
 main always the same.

The darkness of night, ———
 the light of day, succeed each
 other regularly.

He is healthy ——— he is
 temperate.

I will respect him ——— he
 chide me.

—— he attend the business
 cannot succeed.

Miscellaneous Exercises.

Variable winds which have no
 fixed direction or duration,
 blow ——— the greatest part
 of the globe.

He who accustoms himself to be
 cruel to animals, will become
 so to his ———.

Boys who delight in torturing
 ———, lose the sweet feelings
 of humanity.

Tigers, bears, and a number of
 other animals, ——— us with
 furs to cover us.

Who could count the ——— of
 creatures in existence?

How ——— fine and tenuous
 are the spider's threads!

The great imperial canal of

China has, it is said, no pa-
 rallel on ———.

The true perfection of a ———
 consists in doing all his ———
 well.

A sovereign preservative against
 sin ——— ——— that we are
 before our Creator.

The knowledge is ——— which
 we have on earth concerning
 things that ——— done ———
 heaven.

Render your temporal wealth
 subservient to the attainment
 of eternal ———.

It ——— vanity to wish ——— a
 long life, and ——— little care
 of leading a good ———.

Go, let me —— ! there's bliss in tears,
When he who —— them inly feels
Some ling'ring stain of early years,
Effaced by ev'ry —— that steals.

Chase from our minds th' infernal foe,
And peace, the fruit of love, —— ;
And lest our —— should step astray,
Protect and guide us in the ——.

What is the —— ye tread,
But a mere point, compared with the vast ——,
Around, above you spread;
Where, in the Almighty's face,
The present, ——, past, hold an eternal ——.

He loosed the rein, his slack hand fell ; upon the silent face
He cast one long, deep, mournful ——, and fled from that sad ——.
His after fate no more was heard, amid the martial ——,
His banner led the spears no more among the h——s of Spain !

SHALL AND WILL.

(1) The leading distinction between *shall* and *will*, and between their past tenses, *should* and *would*, arises from the *necessity* or *obligation*, or from the *free will* or *resolution* which they imply.

SHALL and SHOULD generally impose duty or constraint ; WILL and WOULD, choice or volition.*

(2) *Shall*, in the first person, only *foretells* ; as—I shall go : *shall*, in the second and third persons, *pro-*

* We do not say, " *Will* your servant go to town to-day," as the act depends not upon the will of the servant, but upon that of the master ; but in this and similar cases, we use the verb *shall*. We do not use the term *shall* in speaking to a servant or inferior of his master or superior, nor can the former use that term in reply to any of our interrogatories :—

Will your master visit us to-day ? I think he *will*.

Will you come to school to-morrow ? I *will*.

Shall your servant go to town ? He *shall*.

Shall the tradesmen do this work for me ? They *shall*.

mises, commands, or threatens; as—They shall be paid; Thou shalt not steal; Thou shalt not be pardoned.

Will, in the first person, intimates *resolution* and *promise*; as—I will not allow it; I will reward him: *will*, in the second and third persons, generally *foretells* or *affirms*; as—He will be well; Thou wilt be happy; He will not perform his work.

(3) *Will*, used interrogatively, in the second and third persons, generally implies *resolution* or *expectation*; as—Will you permit me to go? Will he return?

Shall, used interrogatively in the first and third persons, intimates *duty* or *obligation*; as—Shall I go? Shall he go?

(4) *Shall*, in the second person, and *will* in the first person, when used interrogatively, are incorrect; as—Will I go? Shall you go? Both are sometimes used, but never with propriety.

I *shall* do it, implies a sense of duty or obligation; I *will* do it, implies choice or determination.

EXERCISES.

— the scholars get a holiday?	You — be too late.
— the queen visit Ireland?	— the general review the troops?
— the judge attend the court to-day?	He — not change his conduct.
— we go to walk?	He — not return.
She — not go.	They — return.
	— you leave town to-day?

This is not all:—Patroclus on the shore
Now pale and dead, — succour Greece no more.
Myself and my bold brother — sustain
The shock of Hector and his charging train.

DERIVATION.

(1) **DERIVATION** teaches the origin and primary signification of words.* Words are derived from one another in many ways:—

I. Nouns are derived from nouns; as—*baroness* from *baron*; *widowhood* from *widow*; *partnership* from *partner*; *foolery* from *fool*; *kingdom* from *king*; *physician* from *physic*; *hillock* from *hill*.

(2) II. Nouns are derived from adjectives; as—*mildness* from *mild*; *freedom* from *free*; *refulgence* from *refulgent* (by changing *nt* into *nce*).

III. Nouns are derived from verbs; as—*equipage* from *equip*; *instruction* from *instruct*; *reaper* from *reap*.

(3) IV. Adjectives are derived from nouns; as—*angelic* from *angel*; *healthy* from *health*; *golden* from *gold*; *peaceful* from *peace*; *sensible* from *sense*; *motionless* from *motion*; *childish* from *child*.

V. Adjectives are derived from adjectives and verbs; as—*whitish* from *white*; *greenish* from *green*; *corrective* from *to correct*; *answerable* from *to answer*.

(4) VI. Verbs are derived from nouns; as—*habituate* from *habit*; *breathe* from *breath*.

VII. Verbs are derived from adjectives; as—*widen* from *wide*; *soften* from *soft*.

VIII. Adverbs are derived from adjectives and participles; as—*sweetly* from *sweet*; *mincingly* from *mincing*.

* See *School Expositor*, *Third Reading Book*, or *Literary Class Book*, for Saxon, English, Latin, and Greek prefixes, affixes, and roots of words.

SYNTAX.

(1) **SYNTAX*** treats of the connexion of words; and includes the *nature* and *structure*, as well as the *arrangement* and *punctuation*, of sentences.

A **SENTENCE** is any number of words connected together, so as to make complete sense.

Every sentence must consist of two principal parts,—the Subject and Predicate.

(2) The **SUBJECT** *expresses* the person or thing spoken of; the **PREDICATE** *declares* something of the subject.†

Sentences are of three kinds,—Simple, Complex, and Compound.

A **SIMPLE** sentence contains one nominative case and one verb;(a) or consists of one subject and one predicate.

(3) A **COMPLEX** sentence consists of two or more subjects with one predicate;(b) two or more predicates with one subject;(c) or two or more subjects with two or more predicates.(d)

* *Syntax* is derived from (G.) *sun*, or *syn*, together, and *taxis*, (from *tasso*, I put or arrange,) order, arrangement.

† The *subject* and *predicate* may each consist of one or more words; as—

<i>Sub.</i>	<i>Pred.</i>
Water	flows.
Exercise	preserves health.
A neglected cold	may produce a serious disease.
The condition of the wicked	is truly miserable.

EXAMPLES.

(a) Life is uncertain.

(b) *Science* and *literature* should be cultivated.

(c) Pharaoh assembled his troops, put himself at their head, and marched in pursuit of the Israelites.

(d) The lever and wheel and axle, are mechanical powers, and modifications of the same principle.

A COMPOUND sentence is formed of simple(*a*) or of complex(*b*) sentences, or of a mixture(*c*) of both.

Sentences are Affirmative,(*d*) Interrogative,(*e*) Negative,(*f*) or Imperative.(*g*)

(4) Every sentence which forms a part of a compound sentence is called a *clause*. Two or more clauses form a *member*.

AN IDIOM is a form of speech peculiar to a language, and cannot be literally translated into any other language.

That part of Syntax which treats of the agreement of words with each other in gender, number, person, and case, is called CONCORD.

(1) GOVERNMENT is the power which one word has over another in directing its mood, tense, and case.

The parts of speech which *agree* with one another are,—the noun with the pronoun and adjective;(*h*) and the verb with its nominative case.(*i*)

The parts of speech which *govern* others are,—the verb,(*j*) participle,(*k*) and preposition.(*l*)

(*a*) Moses stretches his rod over the sea, and a passage is opened to the Israelites.

(*b*) In Nubia, every town and large village has its chief, who exercises to the utmost whatever power or authority he possesses.

(*c*) The ruins of Thebes and Tentyra are very extensive, and surpass all others in Egypt.

(*d*) All human comfort is vain and transient.

(*e*) What hath pride profited us? or what advantage hath the boasting of riches brought us?

(*f*) Galileo was never condemned, nor persecuted, nor even arraigned, on account of his astronomical opinions.

(*g*) Let curiosities alone. Remember thy last end.

(*h*) This *book*—these *books*; one *boy*—two *boys*.

(*i*) He *learns*—we *learn*; this *man* is *he* of whom I spoke.

(*j*) I *taught* him. (*k*) *Knowing* him. (*l*) He gave it *to me*.

RULES OF SYNTAX.

SUBJECT AND VERB.

RULE 1.

(2) *The verb and its nominative case must always be of the same number and person.**

1. When the nominative case denotes but *one* object, the verb is singular.

EXAMPLES.

The *tongue* of the slanderer *is* a devouring fire *that withers* all it touches.

Base *interest* *opposes* brother to brother, and friend to friend.

Old *age* *hardens* the infidel in sin.

Touch *is* the universal sense of animals.

Time *is* regulated by the motions of the heavenly bodies.

The liberal *man* *never thinks* he gives enough: the avaricious

man *believes* he always gives too much.

When *I* *stir* my finger *I* do not know how what *I* *do* myself *is* done.

A *mixture* of tin, zinc, and lead, *melts* in boiling water.

Explosion of gunpowder *is* repulsion among the particles when assuming the form of air.

The *strength* of spirit *is* proportioned to its lightness.

EXERCISES.

Oil *floats* in water, but — in alcohol.

The *pressure* of steam *v* — with the intensity of the furnace.

Trial by jury — instituted by King Alfred.

Butler, the author of the poem of Hudibras, — in want.

The folly of appearing gay — only supportable in youth.

A Christian martyr *loves* his tormentors, and prays for —.

Logic — accurate reasoning.

The fire of the most intense furnace — but a painted fire in comparison with that of hell.

The enchantment of worldly pleasures — quickly away.

The flame of a lamp or candle — merely the oil, wax, or tallow converted into gas.

I saw thee stray forlorn, and — thee faintly cry,
And on the tree of scorn, for thee I deigned to die.

* As the number and person of the verb are derived from the nominative case, these are the only properties common to both, and, consequently, those on which they can agree.

RULE 2.

(3) *Singular nouns or pronouns separated by or or nor, require a singular verb.*

I. Singular and plural nouns or pronouns separated by *or or nor*, require a plural verb.*

(4) II. When nouns and pronouns of the same number, but of different persons, are separated by *or or nor*, the verb agrees in person with its nearest nominative.†

EXAMPLES.

Air or gas *is* but an accidental state, in which any body may exist according to the degree of heat producing it.

The elevation or depression of a fluid surface, usually called a wave, *continues* to rise and fall, or to oscillate, for some time with a gradually diminishing force.

Neither officer nor soldiers *know* their duty.

Either the master or the scholars *are* in fault.

You or I *am* to give instructions.

William or you *are* to visit him.

EXERCISES.

Affectation, or feigned meekness, — not the offspring of truth.

Neither precept nor discipline — so forcible as example.

Neither oxygen nor any of the unmixed gases *s—ts* animal life.

Poverty or disappointments — him from fulfilling his engagements.

He or they — guilty.

Either I or thou — mistaken.

You or he — grossly deceived.

He or you — deceived me.

The maelstrom on the coast of Norway, or such whirlpools, — produced by the currents meeting with obstacles below, which throw them into gyration.

* In all such forms of expression, the plural noun or pronoun should be placed next to the verb. In parsing such sentences, the ellipses must be supplied, and the singular form of the verb made to agree with the singular noun or pronoun; as,—Either the master *is* in fault or the scholars *are* in fault.

† The ellipses must also be supplied in these forms of expression; as,—You *are* to give instructions, or I *am* to give them.

RULE 3.

When the nominative case includes more objects than one, the verb must be in the plural number.

EXAMPLES.

Worldlings and sinners sometimes *pray* for conversion, and are afraid of being heard.

In the lower jaw, the muscles *act with mechanical advantage*, or lever-power.

The wicked *think* they act with impunity, when they *are* punished with the very blindness by which they sin.

EXERCISES.

The teeth *c——e* a beautiful set of chisels and wedges.

The virtuous *——* careful not to pass from innocent mirth to scoffing.

Rash judgments *p——e* several pernicious effects.

The arrogant and presumptuous *——* upon others as mean and abject.

Children *c——y* in their hearts the principles of morality as well as the first buds of corruption.

We *——* at our own cost what the world is.

Many *——* called, but few *——* chosen.

No more shall nation against nation rise,
Nor ardent warriors *——* with hateful eyes—
Nor fields with gleaming steel be covered o'er ;
The brazen trumpets *k——e* rage no more ;
But useless lances into scythes shall bend,
And the broad falchion in a ploughshare end.

RULE 4.

(1) *Singular nouns and pronouns connected by and, require a plural verb.*

I. Nominatives in the singular number, coupled by *and*,—and which refer to the same object,—or when preceded by a distributive adjective, require a singular verb.

(2) II. When several nominatives of different per-

sons are joined by *and*, the plural pronoun agrees in *person* with the first in preference to the second, and with the second in preference to the third.

EXAMPLES.

Oxygen and azote *form* atmospheric air.

He and she *are* near relatives.

The earth and moon *have* a tendency to approach each other.

Tin and lead *cohere* when pressed together between the strong rollers of a flatting-mill.

I. Every diver and swimmer *has* his ears full of water, and *cares* not.

Each door and window *was* crowded with spectators.

II. You and I *are* attentive to our studies.

He and you *will* visit your friends.

He and I *are* going to our work.

Thou and John *divided* it between you.

EXERCISES.

Peter, James, and John — the favourite disciples of our Divine Redeemer.

Necessity and experience — animals to preserve the centre of gravity of their bodies.

Pride and impious philosophy *r—t* the Gospel.

Sea-sand, or flint and soda, when heated together, unite, and — that most useful substance called glass.

Sulphur and iron combine and *p—e* those beautiful cubes of pyrites, or gold-like metal, which are seen in slate.

The candour and openness of children — not last long.

Chymistry and natural philosophy — taught much better now than they — formerly.

Courage and patience — necessary in every enterprise.

Every landscape and every other object we behold — portrayed on the retina of the eye.

That eminent preacher and theologian — educated in Maynooth College.

Let them and you attend to — duties.

You and I *are* guarantees by — bond.

Every one — that the whale is the largest of all animals.

He hung his head, each nobler aim

And hope and feeling which had —,

From boyhood's hour, that instant —

Fresh o'er him,—and he wept, he wept!

RULE 5.

When a singular noun or pronoun is connected with any form of words by the preposition with, the verb must be in the singular number, and being the only word which combines the agency of two or more into one.

EXAMPLES.

James with Anne goes to school.*

My uncle with his sons was in town yesterday.

Prosperity with humility renders its possessor truly amiable.

The side A., with the sides B. and C., composes the triangle.

EXERCISES.

One with nineteen ——— twenty.

Jupiter with his belts ——— distinguished by his splendour in the starry firmament.

Lead with oxygen ——— red lead.

The human skeleton with its naked ribs ——— an object humiliating to the pride of man.

A human body in a healthy state, with a chest full of air, ——— lighter than water.

The blue vault of heaven, with all its luminaries, ——— portrayed on the retina of the eye.

The Turkish camp, with its immense riches, w—— the prize of Sobieski and his gallant Poles.

* Grammarians differ in opinion as to whether the verb should be singular or plural in sentences of this nature. We are of opinion that in all such expressions, the verb should be in the singular number. In the sentence, "James with Anne goes to school," James is the subject of discourse; and though the fact of Anne's going to school is also expressed, yet, Anne is not the *subject* of the verb, but the *object* of the preposition *with*. The drift of the sentence is to show that James, in company with Anne, goes to school; not that James and Anne go to school. In the next example, *uncle*, not *sons*, is the subject of the verb; and though the sons were in town as well as the uncle, our object is not to state anything of the sons than simply to say, that the uncle, accompanied by his sons, was in town. In the sentence, "Prosperity with humility," &c., prosperity is the subject, and humility the object, of the preposition *with*. The ellipsis being supplied, the sentence would be, "Prosperity renders its possessor truly amiable, when accompanied with humility." In the next example it is objected to the singular form of the verb, that the side A could not compose the triangle, and consequently could not be the sole nominative case:—true, the side A could not form a triangle, neither could the sides B and C without the side A: but supply the ellipsis thus: "The side A (united) with B and C, composes the triangle," and any difficulty in adopting the singular form will disappear.

Lennie remarks, that "wherever the noun or pronoun *after with*, exists, acts, or suffers jointly with the singular nominative *before it*, the verb should be plural;" as—The general with his men were taken prisoners; but he leaves unno-

RULE 6.

(3) *Collective nouns, or nouns of multitude, may be in the singular or plural number, and must have verbs to agree with them accordingly.*

I. When any word or circumstance conveys the idea of division or separation, the noun is to be considered as plural.

EXAMPLES.

The meeting *was* large.
These people *have* a lofty notion of themselves.
The regiment *consists of* a thousand men.

The jury *were* divided.
The French fleet *were* dispersed by a storm off Cape Clear in 1796.

EXERCISES.

What — people aim at by such conduct?

The British navy — more powerful than that of any other nation.

The British Parliament — liable to be dissolved at the will of the sovereign.

That assembly — not agreed on the corn-law question.

Congress — not now assembled.

The multitude always — from each other.

ticed the difficulties which attend the adoption of this form of the verb. For if the verb must be plural, then the words *general* and *men* should be the nominative case; and if so, the word *men* could not be the objective case governed by the preposition *with*; and in such a case *with* would exist very anomalously as a preposition. If for *men*, or for any other form of words which may follow *with*, we substitute the pronoun, the propriety of adopting the singular form of the verb will be still more obvious. For then, making *with* a preposition, the sentence would be, "The general *with them* (his men) was taken prisoner." But should the plural form of the verb be adopted, the sentence should be, "The general *with they* (his men) were taken prisoners;" as in this case, *with* should be considered a conjunction, and *they* or *men* as part of the nominative case to the plural verb. The impropriety of making *with* a conjunction, and placing the *nominative case* of the pronoun immediately after it, is too evident to need any further comment, as such a form of expression is harsh and disagreeable, and should be avoided.

In such ambiguous forms of expression as, "She *with* her sisters are well," in which we are at a loss to know whether the sisters are included, or whether she alone is well when *in company* with her sisters, we would recommend the use of the conjunction *and*, to avoid the doubts and difficulties which unavoidably arise by using *with*.

Like the leaves of the forest when summer is green,
 That host with their banners at sunset — seen ;
 Like the leaves of the forest when autumn hath blown,
 That host on the morrow — withered and strown.

RULE 7.

(4) *There can be no verb without a nominative case, except the infinitive mood ; nor can there be a nominative case without a verb, except the case absolute,* and a noun of address.*

EXAMPLES.

It is a great error *to imagine* | atmosphere must be below the
 that bodily labour is injurious to | level of its summit.
 health.

Beauty, *to have* a good grace, | Chili *being situated* between
 must be neglected. | the parallels of 24° and 44°, its
 climate must be free from the
 extremes of heat and cold.

When the peacock spreads his | *O Art !* wide and extensive is
 tail *to admire* himself, he ruffles | the reach of thy dominion.
 the rest of his feathers and dis-
 covers his deformities.

Mount Blanc *being* nearly six- | *Paul*, thou art beside thyself :
 teen thousand feet high, half the | much learning doth make thee
 mad.

And shouted but once more aloud,

“ *My father !* must I stay ? ”

While o'er him fast, through sail and shroud,

The wreathing fires made way.

EXERCISES.

Achab desired ——— | Reputation is but a sign ———
 Naboth's vineyard justly, which | out where virtue is.

Naboth more justly desired *to* | The tide ——— to seventy-
 keep. | one feet at Cumberland Head,

Scipio ——— *conquered* | Fundy Bay, makes that the high-
 Hannibal, Africa became a Ro- | est tide on the globe.

* The case absolute is formed by a nominative, and a participle occupying the place of the verb ; as, *Virtue being lost*, faith is endangered. Such sentences may be easily changed into the ordinary form ; as, When virtue is lost, faith is endangered.

He taught us how to live ; and oh, too high,
The price of knowledge, taught us how to ———.

RULE 8.

(1) *The subject or nominative precedes the verb in all cases except—*

I. *When the sentence is either interrogative or imperative ;*

II. *When the subjunctive form of the verb begins the sentence ;*

III. *When the verb is accompanied by the adverbs here, there, then, thence, thus, yet, so, &c.*

IV. *When the expression is emphatic.*

EXAMPLES.

I. *Are there not many who linger under indigence, sickness, and trouble ?*

Were not the charter of British freedom and the common law of England established in Catholic times ?

II. *Were we as ready to excuse our neighbours as ourselves, we would truly love them.*

Had not copper vessels been lined with tin, the food prepared in them might be impregnated with that poisonous metal.

III. *Here is true virtue to be found.*

There is nothing that interests man more than eternal salvation.

Thus has it ended.

So varied are opinions that it is hard to decide.

There are three species of bear in America : the brown, the black, and the white.

IV. *Great was his thirst for knowledge.*

How wonderful is the power by which the universe exists !

EXERCISES.

—— not water expand by cold from forty degrees to the freezing point ?

—— not science and liter-

ature preserved by Catholics during the middle ages ?

—— not ashamed of practising virtuous actions.

Acknowledge frankly that you
 — rather die than commit a
 mortal sin.

— not St. Stephen
 prayed, would St. Paul have
 been in the Church?

— comes John with
 good news.

— has it occurred?

— are two hundred and
 forty-eight bones in the human
 body.

— rapidly do some trains
 go, that they equal the speed of
 a racer, or at the rate of 40 miles
 per hour.

Fallen — thy throne, O Israel !

Silence is o'er thy plains ;
 Thy dwellings all lie desolate,
 Thy children weep in chains.

RULE 9.

NOUNS AND PRONOUNS.

(2) *A noun or pronoun in the possessive case is governed by the substantive which denotes the thing possessed.*

I. When the name of the possessor is a compound word ; or when the names of several possessors follow each other, the sign of the possessive case is attached only to the last mentioned word. But when other words intervene, or common property is to be expressed, the sign of the possessive case is annexed to each.

(3) II. When a sentence consists of a name and an office, the possessive case is affixed to the name.

III. When the apostrophe causes a hissing or unpleasant sound, or conveys an ambiguous meaning ; or when a noun of multitude is used, the possessive case may be better expressed by the preposition *of*.

(4) IV. When a sentence, or clause of a sentence, beginning with a present participle, is used to express one name or circumstance, the noun or pronoun may be put in the genitive case.

EXAMPLES.

From the time of *Constantine's* conversion, Christianity became the religion of the Roman empire.

Heresies spring from the pride and perversity of *man's* heart.

The *scorpion's* oil is deemed an infallible remedy for its sting.

Two drachms by weight of a *spider's* web, would reach from London to Edinburgh.

I. *Julius Cæsar's* commentaries were written by himself.

I followed my *father, mother, and sister's* advice.

He recorded the *judge's*, the *barrister's*, and the *solicitor's* opinion.

II. The manuscript was left at *Powell's*, the printer.

He left the printed sheets at *Bellew's*, the book-binder.

III. The rod of *Moses* was turned into a serpent.

The juice of apples is called cider.

The will of the people was manifested on that occasion.

IV. The blow of a hammer is not heard in a vacuum, if care be taken to prevent the *shock's* being communicated through the adjacent solid bodies.

The report occasioned by a *cannon's* being placed on ice, is carried much farther by the ice than by the air around.

EXERCISES.

The draft of a chimney is proportioned to — length.

M—, J—, and Edw— books were stolen.

The sound produced by a f— wing is supposed to be the voice of the insect.

The loudness of sound conveyed by air, depends on the a— density.

The just m— whole life

becomes an uninterrupted prayer.

By — attending to order he avoided idleness.

An eclipse of the sun is a natural effect, produced by the m— coming between that luminary and the earth.

The — roar is preceded by the flash.

By the — springing a-leak the cargo was lost.

But lo! the dome! the vast and wondrous dome,

To which Diana's marvel was a cell;

Christ's mighty shrine above his mar— tomb!

I have beheld the Ephesian miracle.

RULE 10.

Pronouns agree with their antecedents or correlatives, and with the nouns for which they stand, in gender, number, and person.

(1) I. When the correlative is a sentence or part of a sentence, the pronoun *it* is used.

II. When nouns or personal pronouns are added to other words to explain them, they are put in the same case, and said to be in *apposition* to them.

(2) III. The relative should point out its antecedent or correlative so explicitly, as to prevent ambiguity or confusion in referring to it.

IV. No relative can be without a correlative expressed or understood.

EXAMPLES.

On the fall of Nero, Galba, *who* commanded in Spain, mounted the imperial throne.

The impression *which* a favour makes on the heart of man, is too apt to wear away.

Religion is the star *that* guides to heaven.

I. *It* is a truth confirmed by experience, *that* charitable families prosper.

It is proverbial, *that* corner houses, or those at the end of a row, are smoky.

II. *Learning*, the great accomplishment of the human mind, is often made its bane.

Memnon, the Egyptian, is by

some supposed to have invented letters.

III. *Pride*, *which* is the beginning of all sin, is also the consummation of it.

Smoke consists of the *dust* and visible *particles which* are separated from the fuel without being burnt.

One of the Persian kings, *who* was very vain, is said to have worn a golden beard.

IV. There are *boats* used in China, called-snake boats, *which* are only a foot or two in breadth, and perhaps a hundred feet in length.

What is the life of a sinner but an anticipated hell!

To *man*—gay, smiling, thoughtless *man*—I went,
And asked him next: he turned a scornful eye,
Shook his proud head, and deigned me no reply.

EXERCISES.

The nerves——are dispersed over the whole body, connect all parts together.

Those are unjust——seek to enrich themselves at the expense of others.

The air——has once been respired, becomes poisonous.

——is well known, that the first balloon was exhibited by a man ignorant of——he was really effecting.

——must be inferred that water is resolvable into hydrogen and oxygen.

The *t*——, proof-spirit, means spirit light enough for oil to sink in it.

F——of the planets: Venus, Jupiter, Mars, and Saturn, appear remarkably large and brilliant.

The eye *i*——*f* is, in fact, but a small camera obscura.

The man——breaks order, breaks the golden chain——binds men together in peace.

Consumption is the disease——carries off a fifth of the persons born in Britain.

——is the life of a sinner but an anticipated hell!

A——has received different names; as—gravitation, cohesion, capillary, and chymical attraction.

The heart is the great acting power, by means of——the blood circulates.

Brutus killed Cæsar, *h*——who had been his friend and benefactor.

He left a name, at——the world grew pale,
To point a moral, or adorn a tale.

RULE 11.

(3) *When a relative refers to each of two antecedents of different persons, it may agree in person with either.**

I. The *Nominative* case of the relative is generally next the verb. The possessive and objective cases of the relative have, generally, a nominative between them and the verb.

* As often as the relative is repeated in the same sentence, it is always made to agree in person with the antecedent to which it at first referred.

(4) II. A noun and a pronoun are not used as nominatives to the same verb, unless the noun be highly emphatical.

III. When persons, things, or circumstances, are contrasted, the first, or first mentioned, are referred to by the words *that, those, or former*; the last, by *this, these, or latter*.

EXAMPLES.

Thou art a *man who* has always admired the simplicity of the works of nature.

Thou art a person *who* hast made the sciences thy peculiar study.

I. This is the *man who* instructed me.

The muscles are fleshy substances, *which* act as elastic springs.

Persons are called shortsighted *whose* eyes are too convex.

He is a bad man on *whom* neither shame nor religion has any influence.

II. The Lord, *He* is Almighty.

Humility, that is the exalted virtue.

The proud *pharises, he* who despised the humble publican.

III. If the oxide of gold and the yellow oxide of tungsten be exposed to the light of the sun, *that* becomes a deeper colour, *this* loses weight and becomes blue.

EXERCISES.

Thou art a boy — possesses talents, yet — cultivates them but little.

I am he — have shared thy bounty, but who — been ungrateful for the favour.

The tongue of envy withers all — it touches.

The elephant and ostrich are found in the bright regions of the sun: the — is the largest of land animals; the — of the feathered tribe.

Electricity is in our hands — thunder — in the hands of nature.

Who — has seen the orbs of light
— glitter in the heavens at night,
But asks, at — almighty will
The planets move, the stars are still?
By — doth sun, and moon, and sky,
Pass, as a panorama, by?

RULE 12.

(1) *The pronoun that, after adjectives in the superlative degree, and after the adjective same, is preferred to who or which, whether the antecedent be a person or a thing.*

I. *That*, in preference to *who* or *which*, is applied to little children.*

(2) *That* is used when the antecedent is composed of persons and things.

II. *Which*, when used interrogatively, or with a collective noun, is applied to persons.

III. *Which* is used when reference is made only to the name of a person.

(3) IV. *It*, in the nominative case, may be applied to persons or things, whether in the first, second, or third person, or in the singular or plural number.

V. The antecedent to *which*, may be sometimes a part of a sentence.

EXAMPLES.

Venerable Bede was one of the *greatest* men *that* England ever produced.

The *most remarkable* manifestation of centrifugal force *that* we know, is observed in the effects produced by the rotation of the earth upon its axis.

The Roman aqueducts were the *most magnificent* examples of water-works *that* ever existed.

The tropics are the *same* dis-

tance from the equator *that* the polar circles are from the poles.

Some foolishly imagine they raise their own honour in the *same* proportion *that* they depress *that* of others.

I. This is the infant *that* was left to perish by its unnatural parents.

These are Chinese children *that* were saved by the Fathers of the Mission.

* It is not improper to apply *who* to little children. *Who* and *that* are both applied to children in approved translations of the Bible. See MAT. II. 16, APOC. XII. 5, &c.

Is this the ship and are these the sailors *that* were supposed to have been lost?

II. *Which* of the boys got the premium?

The committee *which* met on yesterday decided the question.

III. He was the enemy of *Nero*, *which* is another name for cruelty.

Judas, *which* is now another term of reproach for traitors.

IV. *It* is *I*; fear not.

It was *you* who did it.

It is *they* who constantly annoy us.

V. He was honourably acquitted, *which* I am glad to hear.

EXERCISES.

The transformation of caterpillars into butterflies is one of the most remarkable phenomena — nature displays.

A bee hive is one of the most interesting sights — can be witnessed.

The structure of the smallest animal is infinitely more admirable than the most beautiful

work of art — was ever formed.

These are the men, and these the acts, — shed a lustre on the country.

The accusations were false and unfounded, — every one believed.

Comets form part of the solar system, — every astronomer now knows.

His be the chariot — shall please him most
Of all the plunder of the vanquished host;
His the fair steeds — all the rest excel,
And his the glory to have served so well,

RULE 13.

ADJECTIVES AND ARTICLES.

(4) *Every adjective refers to a noun expressed or understood.*

I. Numeral adjectives agree in number with the nouns to which they are joined.

II. Adjectives are often improperly used as adverbs.

III. The adjective often refers to a part of a sentence put substantively.

IV. Compound words are sometimes used as adjectives.

EXAMPLES.

In the *whole* universe there is not the *smallest* particle in a *constant* and *entire* state of rest.

The *highest* of all *temporal* blessings are peace and union.

I. The city of Mexico stands in the centre of a vast and beautiful plain, *seven thousand feet* (not *foot*) above the level of the sea.

II. He lived *conformably* (not *conformable*) to the rules of prudence.

They live *agreeably* to what reason and religion prescribe.

III. It is *strange* that persons should be persecuted on account of religion.

It is *wonderful* that comets viewed through a telescope appear full of spots and inequalities.

IV. He endured *unheard-of* torments.

The aspen, or *plane-tree* leaf, is shaken by the slightest breeze.

EXERCISES.

The ankle-joint is a perfect hinge, of *g*— strength.

The *m*— point in Christian perfection is the humiliation of the heart.

The moon has no clouds, nor — other indication of an atmosphere.

— fixed star (Sirius) is,

probably, as large as our sun and the eleven primary planets of the solar system.

— moon revolves round the earth; four — revolve round Jupiter; seven round Saturn; and six round the Georgium Sidus.

He is five *f*—*t* in height.

Vast as a pine on Norway's *storm-be*— shore,
By lightning blasted, was the lance he bore;
High mounted on a *coal-bl*— steed he rode,
And the bridge shook beneath the mighty load.

RULE 14.

(1) *The adjectives each, every, either, neither, agree with nouns in the singular number; but whenever a numeral intervenes, they qualify plural nouns.*

I. *Most, few, several, both,* agree with plural nouns.

II. *None* is used alone, or may refer to nouns of either number.

(2) III. *All* qualifies a singular or plural noun, according as it refers to number or quantity.

IV. *Many* is used with a singular noun whenever the article *a* or *an* intervenes.

V. *Which* and *what*, when used as adjectives, qualify nouns of either number.

VI. *Either* and *neither* relate to two objects only; *any* and *none* are used if allusion is made to more than two objects.

EXAMPLES.

Each month affords us different plants and flowers.

Every thing grows and decays in turn.

Either John or William is to go.

There is *neither* liquid nor solid body, nor any other material mass in nature, but is divisible into very minute, indestructible, and unchangeable particles.

I. *Most* bodies in nature are compounds.

Few men can patiently bear insults.

Several persons lose their lives by indiscretion.

Both vessels sailed from Waterford on the same day.

II. *None* feels another's burden as if it were his own.

None have less praise than those who seek it most.

III. *All* nature proclaims the bounty and goodness of God.

All the visible objects on our globe are divided into three classes: minerals, vegetables, and animals.

IV. *Muny* a wonder is still undiscovered in nature.

Many a year he has spent at school, although his acquirements are so limited.

V. *Which* science teaches the properties of animal bodies?

What man is insensible to kindness?

Of *what* use are eclipses, if not to show the true position of places?

VI. *Either* of these two, or *any* of those three will serve my purpose.

Neither of these two; *none* of those three would answer.

EXERCISES.

Nature at — step presents wonders which confound us.

— thing is poisoned *either* by passion or prejudice.

— but the contemptible are afraid of contempt.

Almost — insects have more than two eyes.

— evil is to be avoided.

— a one has suffered by talking, but few by silence.

Full — a flower is born to blush unseen.

With — ease does the misplaced arm return to its socket under the guidance of a skilful hand!

— the sun revolves round the earth, or the earth revolves round the sun: the latter is the fact.

— are equally entitled to the two premiums.

— folly to sacrifice an eternal reward to the vain smoke of human praise!

No less a bribe than great Achilles' car,
And those swift steeds that sweep the ranks of war,
Urged me, unwilling, this attempt to make,
To learn — counsels, — resolves you take.

RULE 15.

(3) *In English the adjective precedes the noun, except,—*

(I.) *When used in technical expressions ;*

(II.) *When applied to individuals by way of pre-eminence ;*

(III.) *When the adjective is preceded by an adverb ;*

(IV.) *In poetry, where the common order of words is frequently reversed.*

EXAMPLES.

I. The conjunction *copulative* differs from the conjunction *disjunctive*.

II. St. Gregory the Great sent missionaries to convert England.

Leo the Wise was a Greek philosopher.

Charles the Bald was king of France.

III. He is a man uniformly *temperate*.

The knowledge absolutely *necessary* is that of ourselves.

IV. In pomp *barbaric* came Arontes, fired
With all that pride which titles *vain* inspired.

When through my windows morn hath flung
 Its first uncertain gleaming.
 Notes *startling high and loud and long*,
 Dispel my idle dreaming.

A man *severe* he was, and *stern* to view;
 I knew him well, and every truant knew.

The slender stream of Siloa's gentle wave
 Once to the Christians draughts *untainted* gave.

EXERCISES.

Brian the ——— expelled the Danes from Ireland.	One is the heir apparent to the throne; the other is the heir p——.
Alexander the ——— founded the city of Alexandria in Egypt.	Richard Cœur de Lion, or the ———, was a valiant prince.
He affixed to it his sign m——.	

RULE 16.

(4) *The word other, and the comparative degree of adjectives, require to be followed by the conjunction than.*

EXAMPLES.

He is no <i>other than</i> the brave and religious Sobieski.	from ten to twenty times <i>quicker than</i> in air.
Sound travels in water about four times <i>quicker</i> , and in solids,	Nothing is more <i>eloquent than</i> the language of truth.

EXERCISES.

The largest of the Egyptian pyramids is higher ——— any other work of man now extant.	—— to explore with the microscope.
Mildness governs ——— than anger.	The geographical situation of Ireland is not less favourable to commerce ——— her climate is to agriculture.
A healthy man can breathe with impunity, air that is much ——— than boiling water.	The queen of virtues is no other ——— charity.
Perhaps there is not a ——— treat for a person who has a relish the beauties of nature,	The sphere or globe has greater magnitude ——— any ——— body of equal surface.

RULE 17.

*The article a or an is placed before nouns in the singular number only.**

The article the may be placed before nouns in the singular or plural number.

(1) I. Singular nouns which signify more than one object, take the indefinite article before them.

II. Plural nouns preceded by numeral adjectives, also take the indefinite article before them.

(2) III. When several nouns which require both forms of the indefinite article come together, each must be introduced.

IV. Although the indefinite article may be sometimes omitted, it must be used whenever emphasis is required, even before the latter of two words in the same construction.

(3) V. An adjective preceded by *the* may be sometimes used as a noun.

VI. The article *the* may be sometimes omitted in conversation where it should be used in writing.

(4) VII. Proper nouns become common when articles are prefixed to them, except when a common epithet is understood.

VIII. The adjectives *all*, *such*, *what*, and *many*; and adjectives following *as*, *so*, *too*, and *how*, have the articles after them.

* Adjectives often take the articles *a*, *an*, and *the*, before them, and are then used as nouns; as—*a sage*, *the good*; but when *a* is used with *few* or *many*; as—*a few apples*, *a great many books*, the article *a* cannot be made to agree with the plural noun *apples* or *books*, but with the collective noun *few* or *many*, the noun *apples* or *books* being governed by the preposition *of* understood, as will appear by substituting equivalent words for *few* and *many*; as—*a small number of apples*, *a great number of books*. The seeming harshness arising from the introduction of the preposition *of* before *few* or *many* will disappear by completing the sentence; as—Give me a few of those apples; I lent him a great many of my books.

EXAMPLES.

When *a* body has *a* rotatory motion, the line round which it revolves is called *an* axis.

A continued force produces *a* continued effect.

No person has *a* greater esteem of what he does than he who is capable of doing little.

Winter hides *the* treasures of *the* earth, only that *the* succeeding spring may display them.

I. I gave him *a* score, and he returned but *a* dozen.

II. Water, *a* thousand fathoms below the surface, is less bulky by about one-twentieth, than when at the surface.

He owed me *a* thousand pounds, but has paid me only *a* hundred.

III. He had *a* pound of sugar, but he used not *an* ounce.

A lake and *an* ocean are analogous to *an* island and *a* continent.

An ensign and *a* captain were

examined by *an* attorney and *a* counsellor.

IV. On the discoveries of the microscope *a* new and *an* interesting philosophy has been raised.

V. The *wise* and the *just* are happy.

The *vain* and the *foolish* are miserable.

VI. At (*the*) worst, I could but incur his censure.

At (*the*) best, he could do me little service.

VII. The fame of *a* Cæsar or *a* Scipio is vain.

The exploits of *the* Alexanders, or *the* Tamerlanes, were frequently no better than successful robberies.

VIII. *All* the vain philosophy of the world, attempts but the destruction of vice by vice.

Such *a* river as the Amazon, which is the largest in the world, would scarcely be formed by the united waters of the principal rivers of Europe.

V. The mother view'd the scene of blood,
Her six unconquer'd sons were gone;
Fearless she view'd—beside her stood
The last—the youngest—dearest one:
He look'd upon her and he smiled!
Oh! will she save that only child?

EXERCISES.

A grain of blue vitriol will tinge — gallon of water.

A grain of musk will scent — room for twenty years.

A hollow tube of metal is stronger than — same quantity in — solid rod.

A globe, — cylinder, — cone, and — flat circle may be all made to cast — round shadow.

— judgments of men will be one day judged.

— calumnies of men carry

our virtues to the highest point of perfection.

— little churches of — Savoyards, enveloped in trees, form — touching contrast with their huge mountains.

He knew this would procure him — final and — satisfactory arrangement.

— young and — ignorant are always — most violent in pursuit.

— ambitious are their own idols, and wish for the homages of the whole world.

What — enemy is man to his own future happiness!

RULE 18.

VERBS.

(1) *Active verbs govern the objective case.*

I. When active transitive verbs are followed by nouns of like signification, they govern these nouns in the objective case.*

EXAMPLES.

The sinner at first *loses* his *morals*, and then, too often, his *faith*.

Paganism *has infested* all our *literature*.

We *love* the *truth* when it *shows itself*; we *hate* it when it *shows us* to ourselves.

Motion *promotes* *crystalliza-*

tion, but rest *promotes* *regularity* in the shape of the crystals.

Man *has received* *reason* and *free-will*, only to *glorify* the *Giver*.

I. He *lived* a *virtuous life*, and *died* the *death* of the just.

He *fought* a *good fight*, and *finished* his course.

* Verbs meaning to *ask*, *allow*, *lend*, *pay*, *teach*, *promise*, *offer*, *give*, *tell*, *send*, and a few others when used in the active form, are generally followed by a pronoun and a noun, or two nouns, either of which may become the object of the verb; as—I taught him *grammar*; We paid him *wages*; He offered us *pardon*. In each of these examples, the pronoun is governed by a preposition understood, the noun being the *direct* object of the verb. But if we use such sentences without reference to the noun; as—I taught him; We paid him; He pardoned us; it is evident the pronoun, or its substitute, is the *direct* object of the verb.

When these verbs are used in the passive form, a noun, or a pronoun, may also become the nominative to the verb. In the sentence—"He was taught by me," *he* is the true nominative to the verb *was taught*, as no allusion is made to the *subject* in which he was instructed. But when that subject is introduced; as—He was taught *grammar* by me; then *grammar*, not *he*, is the *direct* nominative case to the verb; and the sentence should run thus,—*Grammar* was taught to him by me. The active form of this would be—I taught to him *grammar*. The objective case of the pronoun in both these forms should remain unchanged, as it is not affected in meaning or construction, by any transposition the sentence undergoes. The same remarks will apply to sentences of a similar nature.

They *wrapt* the *ship* in splendour wild ;
 They *caught* the *flag* on high ;
 And stream'd above the gallant child
 Like banners in the sky.

EXERCISES.

Blind to ourselves, we — eyes but to examine others. A fish — itself by its fins in water; a bird — by its wings in air. Few — the true use and value of time.	America — us the potato. I also dreamed a —, that I had three baskets of meal upon my head. He ran the — prepared for him. He slept an everlasting —.
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RULE 19.

(2) *Participles of active verbs govern the objective case.*

I. The present participle preceded by *the* and followed by *of*, or when preceded by a noun or pronoun in the possessive case, becomes a substantive.*

EXAMPLES.

A law is written on the heart of man <i>forbidding</i> violence, in- justice, perfidy, and all by which he himself could suffer. In <i>rubbing</i> two pieces of ice together for some time, they will gradually melt. The thermometer is a glass tube <i>containing</i> mercury, which, when heated, expands and rises in the tube.	What does man gain by <i>for- getting</i> or <i>concealing</i> truth? I am not averse to <i>his travel- ling</i> on the Continent. I. <i>The forming</i> of railways is one of the great items in the mass of modern improvement. In <i>the bending</i> of a spring a gradual expenditure of power is necessary.
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* The article *the* and the preposition *of*, must be both used or both omitted.

EXERCISES.

Wedges are used for *s—g* masses of timber or stone.

The shoulder-joint is remarkable for *c—g* great extent of motion, with great strength.

Chimneys quicken the ascent of hot-air by *k—g* a long column of it together.

In *r—g* the Cape of Good Hope, waves are met so vast, that a few ridges and a few depressions occupy the extent of a mile.

No fish moves with a velocity *e—* twenty miles an hour.

The *f—g* of an arrow acts, in part, on the principle of the windmill.

The *b—g* of light renders precaution necessary in making very nice geometrical observations.

The *s—g* off — four thousand impressions per hour by the TIMES' printing machine, is a work of great celerity.

Great safety and convenience have been secured by the *b—g* of a suspension bridge across the Menai Straits in Wales.

RULE 20.

(3) *When a verb is followed by another verb in the infinitive mood, the former governs the latter.*

I. The word *to* is omitted before verbs in the infinitive mood which follow, *bid, dare, need, make, see, hear, feel, let, have, &c.**

(4) II. The infinitive mood in different cases, supplies the place of a noun.

III. The infinitive mood, or part of a sentence, is often the subject of an affirmation, or the object of an active verb.

(1) IV. The infinitive mood is frequently governed by an adjective, a noun, a pronoun, an adverb, or a participle.

V. The present tense of the infinitive mood must be used after the imperfect tense of other moods.

* The passive form of these verbs offers an exception to this rule; as—He *was made to obey* the law.

(2) VI. The infinitive mood is sometimes used absolutely or independently.

VII. The present participle is also sometimes used absolutely.

EXAMPLES.

Both heat and cold are known to produce expansion in bodies.

You labour to acquire a great name among men.

On the death of Domitian, Nerva, a native of Crete, was chosen to govern the Roman empire.

The fat of vipers is thought to be an excellent remedy against their bite.

A solid covering like the skull was required to defend the brain.

A flake of snow viewed in the microscope, is seen to be as symmetrically formed as a swan's feather.

I. He dares not disobey the commands of his parents.

We need but desire virtue and we possess it.

We make one powerful steam-engine do the work of a hundred horses.

II. To steal is sinful.

To exercise promotes health.

Boys love to play.

No one likes to be coerced.

To obey is to serve.

To pray is an indispensable duty.

III. To give every one his own is just.

To persecute for religion is unjust and impious.

To instruct the ignorant is the duty of the learned.

The love of honour makes us contemptible.

To imagine we know what we know not, is direct folly.

To desire to pass for knowing that of which we are ignorant, is intolerable vanity.

To be too fond of conversation is a mark of sloth and idleness.

The virtuous love to instruct the ignorant and console the afflicted.

Endeavour to persevere in the blessed enterprise of a devout life.

To speak little is not to be so understood as that we should utter but few words, but that we should not speak many that are unprofitable.

IV. We are unwilling to be found guilty, because we are unwilling to be punished.

Do not confine yourself to the knowledge of religion: be also careful to practise it.

The Georgium-Sidus requires eighty-two years to perform one revolution round the sun.

Great heat would cause the whole material universe to disappear.

John commands him to instruct me.

He taught them to deny themselves.

V. The vain pharisee judged the humble publican to be a great sinner.

Cato killed himself to avoid appearing before his enemy.

VI. To tell you the truth, I cannot answer your question.

To acknowledge his guilt, I exhorted him in vain.

VII. Properly speaking, I should not have said so.

Acting correctly, he should not have gone there.

EXERCISES.

A very slight declivity suffices — the running motion to water.

The art of writing — to have been known in Greece, when Homer composed the Iliad and Odyssey.

The discovery of the telescope is said — accidentally made by the children of a Dutch spectacle-maker.

To judge from your conduct, and from your expressions, you seem — no account of eternity.

I bid my servant — this, and he doth it.

Man is curious to k—w the

conduct of others, and careless in correcting his own.

The danger of keeping bad company arises, principally, from our own aptness to i—e and catch the manners and sentiments of others.

We acknowledge virtue — the richest treasure of the soul, and yet take very little pains to a— it.

Coach horses are much spared by being made to g— up a short hill, and then allowed — more slowly for a little time.

Birds and beasts began — habitations before man.

RULE 21.

(3) *The verb To Be, through all its variations, has the same case after it, that it has before it.**

I. Some neuter verbs, and passive verbs which signify naming, are followed by a nominative case.

* The noun or part of a sentence, (for either may constitute this case) which follows the verb *To be*, must be identical with that which precedes it; both must consequently be in the same case. There are, however, some sentences in which the word that follows the verb is not identical with that which precedes it, and therefore cannot be parsed as if they were synonymous. Sentences of this nature are like the following: The tree is six feet long; The river is twenty yards wide; The book is worth a shilling. Here *tree* and *feet*, *river*

EXAMPLES.

As *order* is the principle of peace, so *disorder* is the principle of trouble.

Dublin is the second city in the British empire.

An enthusiastic attachment to the place of their nativity is a striking trait in the character of the Irish.

Vices the most pernicious to society are, *detraction*, *calumny*, and a malicious spirit of criticism.

All the precious stones are crystals, and can be well cut only parallel to their natural faces.

Diamond is the hardest of all known substances.

A common soap-bubble filled with hydrogen is a small inflammable air-balloon.

Music is a language of nature intelligible at once to all susceptible minds; and, in a degree, even to inferior animals.

Trifling, insipid characters of every kind, are ill-chosen companions.

I. St. Paul died a martyr.

He shall be called John.

Quicksilver and sulphur unite and form the paint called vermilion.

EXERCISES.

His constant e———n was, *My little children, love one another.*

One of the t——— we most easily learn is, the fatal art of putting the worst construction on the most innocent acts of others.

The memory, the understanding, and the will, are but f———s of the soul.

The fall of Niagara is sublime; it is 760 ———.

Saint Arsenius lived a her———.

The point to which converging rays tend, but to which they are prevented from coming by some obstacle, ——— the imaginary f———s.

New Holland may be called the native ——— of the kangaroo.

The h——— of man is a labyrinth, of whose uncertain ways God alone can have a knowledge.

and yards, book and shilling; are different objects; we cannot therefore say that feet, or yards, or shilling, is nominative case coming after the neuter verb is, or governed by it. All difficulties, however, in the application of the rule, will vanish if we supply the ellipsis, and say,—The tree's length, or the length of the tree is six feet; the river's breadth is twenty yards; the book's value or worth is a shilling; as the words length and feet, breadth or width and yards, worth or value and shilling, are identical, and correspond with the rule. By adopting this mode of parsing sentences of this nature, difficulties will be avoided, and forced, or perhaps absurd constructions altogether obviated.

RULE 22.

(4) *The verb Let, whether used as an auxiliary or a principal verb, generally governs an objective case.**

I. When the action or affirmation expressed by the verb *let*, depends not upon the will or agency of the speaker or of the person addressed, the verb *let* should be considered as used independently or absolutely.

EXAMPLES.

Let each of us move and remain within the sphere to which he is called.

Let us raise ourselves equally above praise and contempt.

Let us for a moment set aside all prejudice, and *let* us reason.

Let a moderate cheerfulness be ordinarily predominant in your conversation.

Let school-taught pride dissemble all it can,
These little things are great to little man.

Yes! *let* the rich deride, the proud disdain,
The simple blessings of the lowly train:
To me more dear, congenial to my heart,
One native charm, than all the gloss of art.

I. The idols of the gentiles are silver and gold: *let* them that make them be like to them.
Let the proud be ashamed.

EXERCISES.

Let ——— correct our excessive attachment to creatures.

Let ——— not blush at the ensign of salvation: the sign of the cross.

—— not the sun go down upon your anger.

Let ——— that standeth take heed lest he fall.

Let all ——— praise him.
—— my right hand be forgotten.

Let ——— whose might can hurl this bowl, arise,
Who farthest hurls it, take it for his prize.

* See Note, page 39.

RULE 23.

(1) *In the use of verbs and words that in point of time relate to each other, a due regard to that relation in the order of time should be observed.*

EXAMPLES.

And he that *had been* dead sat up and began to speak.

The Lord *gave* and the Lord *hath taken* away.

The whole human race *having fallen* into disgrace, the Creator, of his own accord, *gave* us a Deliverer.

Sin is a great evil, but the crime that *palliates* it is greater.

At your death you *will see* the vanity of all those things which

have not been made subservient to religion.

I need but *have* the will, and that instant I *am* the friend of heaven.

As to the encomiums that posterity *will bestow* on you, do you *think* they will reach you?

Has Voltaire *carried* to the grave the flattering pleasure which his vain reputation *gave* him?

EXERCISES.

What advantage now accrues to a Cicero or a Homer from the esteem which the world — of their masterpieces?

Water rises in vapours, forms clouds, and — again in rain, snow, and fogs.

The telescope constructed by Earl Rosse — likely lead to great discoveries.

A number of admirable cures are effected by hemlock, which, in some cases, — a deadly poison.

Under the lungs is placed the stomach, which receives and — the food.

Next year I will — lived fifty years.

It would have afforded me much consolation to — relieved him from that distress.

After we had visited Rome, we — to Naples.

The Thames Tunnel — one of the noblest efforts of modern genius — the admiration of future ages.

A sound — heard! it was the voice of God,
Proclaiming, loud and louder! through the sky,
That time — — no more.

RULE 24.

ADVERBS.

Adverbs are generally placed before adjectives, after verbs active or neuter, and between the auxiliary and principal verb.

(2) I. The adverb is sometimes placed before the verb, or at some distance after it.

II. Adverbs are often improperly used as adjectives.

EXAMPLES.

Almost all the ancient tribes of Florida and Louisiana adored the sun, like the Peruvians and Mexicans.

The famous Grotto-del-cane, in Italy, is a cavern *always* full of carbonic acid.

All creatures say *incessantly* to man: "We did not create ourselves."

A globe thirty-five feet in diameter, has *nearly* a capacity of twenty-two thousand cubic feet.

When a man walks at a moderate pace, his centre of gravity comes *alternately* over the right and over the left foot.

God has *amply* rewarded their fidelity.

I. The boy *freely* resigned the premium to his companion.

Those who *avariciously* hoard up treasures, lose them themselves.

Domestic birds *eagerly* swallow spiders.

He carried his resentment *farther* than charity would permit.

II. He left town last week, since *when* (which time) I have not seen him.

Thy *often* (frequent) mistakes involve thee in difficulties.

Oh! *where* is the dwelling in valley or highland,
So meet for a bard as this lone little island!

EXERCISES.

A boy will — wonder why he can lift a stone to the surface of the water, but no farther.

The battle of Fontenoy, in 1745, was — followed by the surrender of Tournay.

Gold-leaf laid upon clean steel, and then — struck with a hammer, gilds the steel p — y.

In — close apartments, if ventilation be — neglected

by the inmates, the injurious effects will be ——— felt.	back may be left behind when his horse starts ——— forward.
An awkward rider on horse-	

RULE 25.

The adverbs here, there, where, are used when fixity of place is expressed; but when motion is implied, hither, thither, whither, must be used.

(3) I. The adverbs *hence, thence, whence*, do not require *from* before them, as that preposition is implied in each of these words.

II. When the adverb *there* is used explicatively, it generally precedes the verb and nominative case.

III. The adverb *where* is often improperly used for *in which*.

IV. The adverb *never* generally precedes the principal verb; but when an auxiliary is used, it may be placed either before or after it.

(4) V. *Not*, when it qualifies the present participle, precedes it.

VI. *Never* is often incorrectly used for *ever*.

VII. *Only, usually, merely, easily, chiefly*, follow nouns and pronouns; precede adjectives, adverbs, participles, and prepositions; placed before the verb, they may refer to the nominative case; after the verb, they frequently refer to the subsequent words.

EXAMPLES.

<i>Here</i> is the home of freemen.	<i>Where</i> great force is to be exerted through a very small space,
<i>There</i> is scarcely a county in the United States, that has not a town, a village, or a hamlet called Washington.	<i>there</i> wedges are used.
	The whole earth is but a the-

atre, *where* pride every day exhibits the most direful scenes.

In low cottages and upper floors, smoky chimneys are more frequent than *where* chimneys are longer.

Come *hither*.

Whither are you going?

I. *Hence* it is, that there are many who reject the Gospel and follow perverse ways.

II. *There* are four classes of minerals: fossils, salts, bitumens, and metals.

There exists a constant east wind, caused by the heat which the sun communicates to the middle regions of the earth.

III. He wrote an epistle to

the Corinthians, *in which* he threatens the impenitent, to provoke them to penance.

IV. He *never* tells a lie.

A cork sunk two hundred feet under water, will *never* rise again of itself.

V. *Not* thinking him a safe companion, I avoided his society.

VI. We must *ever* account for motion by reference to a first cause.

VII. It is charity *only* that makes us true friends.

Three days *only* were allowed to Charles I, between his sentence and execution.

EXERCISES.

What is human life but a furious and agitated sea, — we are incessantly at the mercy of the waves.

He came — yesterday.

— are you going in such haste?

We walked — though the road was bad.

He departed — into a desert place.

W — comes it that the truths of the Gospel produce not in us the same effects that were produced in the souls of the saints?

— are few birds that feed not upon insects.

That is the town — he lives.

Order is indeed the only region — tranquillity dwells.

I n — take ardent spirits.

He — curses or swears.

Charity — applauds iniquity or injustice.

If Stephen had not prayed, the Church would — have had St. Paul.

The Gothic arch *n* — *t* being deemed fit to span rivers as a bridge, is — used for that purpose.

A body at rest continues — motionless if some other body does not give it an impulse.

Iron and platinum are the — metals that can be welded.

The great river Magdalena, rises *o* — five hundred feet, in a distance of a thousand miles.

The pressure of the atmosphere *u* — forces water to a height of thirty-three feet in tubes exhausted of air.

E — and from the small-

est chink, the bitter waters of
strife are let forth.

The fly-wheel, in common
cases, *m—y* equalises the ef-
fect of an irregular force.

Thither, O Hector, ——— urge thy steeds;
There danger calls, and ——— the combat bleeds.

Then (——— to return) he sought the shore,
And trod the path his feet must tread no more.

RULE 26.

PREPOSITIONS.

(1) *Prepositions govern the objective case.*

I. Sentences, or parts of sentences, especially when followed by the present participle, are governed by prepositions.

II. The preposition should not be separated from the relative which it governs.

III. The words *excepting, concerning, during, according to, &c.*, are frequently used as prepositions.

EXAMPLES.

Light would go *from* Dublin
to London *about* four hundred
times *in* a second.

Charlemagne distinguished
himself *by* his military achieve-
ments *in* Spain, Germany, and
Italy.

The island of Jamaica was
taken *from* the Spaniards *in*
1655.

Logarithms were invented *in*
Scotland *by* Baron Napier.

I. *By living virtuously* we
secure eternal happiness.

A steamboat may be driven
*by making the engine-pump pro-
pel water from its stern.*

II. *From whom* did you re-
ceive such kind treatment?

To whom will you give the
premium?

III. *Excepting* Mount Blanc,
Rosa is the highest of the Al-
pine summits.

His ideas *concerning* a future
state were very vague.

Acting *according to law*, will
not excuse from guilt, if the
law is unjust in itself.

EXERCISES.

Thirty high-roads meet —
Washington, and diverging —
that point, run — the circum-
ference — the United States.

The mysteries — nature
afford us daily lessons — wis-
dom — regard — the mys-
teries — religion.

Ships are raised — docks
— wedges driven under their
keels.

The microscope displays —
us — each object, a thousand
others which escaped our know-
ledge.

A covering or house —
snow, may frequently preserve
the life — a traveller.

— viewing the planet Sa-
turn through a good telescope,
his rings may be seen.

The greatest merit of a dis-
course or composition, consists
— the thoughts being true,
and the arguments conclusive.

What machine can we prefer
— one which necessarily re-
pairs and renews itself?

— whom can you place so
much confidence, as — Him
who has created and redeemed
you?

Borneo is the largest island
— the world *e* — *g*
New Holland.

— temporal matters he knows
much, *c* — spiritual, no-
thing.

If we desire, with the saints,
to be happy, we must, *d* — *g*
this short pilgrimage, lead vir-
tuous lives.

The spray — the sea —
a storm, sometimes dashes —
a hundred feet above the lan-
tern — the summit — the
Eddystone light-house.

A — recent obser-
vations, no wave rises more
than ten feet above the ordinary
sea-level.

The Star — the West may yet rise — its glory.
And the land that was darkest, be brightest — story!

 RULE 27.

(2) *Prepositions are frequently subjoined to verbs.*

I. Prepositions are variously applied: *TO* is used after verbs and participles of motion; *AT*, after the verb *to be*, and before the names of villages, towns, and foreign cities; *IN* precedes the names of countries, the metropolis of our own country, and the name of the

town or village in which we live ; BETWEEN is used when only two things are expressed ; AMONG OR AMIDST, when more than two are mentioned.

(3) II. Certain words require appropriate prepositions : OF after *accuse, acquit, boast, die, glad, made* ; TO after *adapted, agreeable, averse* ; IN after *confide, conversant, eager* ; UPON after *bestow, insist* ; WITH after *provide, replete* ; FROM after *differ, dissent, free* ; ON after *call, resolve, wait* ; AGAINST after *prejudice, &c.*

(4) III. The preposition should not be separated from its noun in order to connect different words with the same noun.

EXAMPLES.

The last infidelity of the Greeks seems *to have filled up* the measure of their public crimes.

The law of nature *points out* to us the necessity of religion.

A calmness in iniquity is the state that is *aimed at* by the wicked.

I. He is gone *to* Dublin to see the atmospheric railway.

We came *to* Rome to be present at the ceremonies of Holy Week.

He was *at* Kingstown when George IV visited Ireland ; *at* Liverpool, when the Great Britain sailed for New York, and *at* Naples during a violent eruption of Vesuvius.

II. He was *accused of* con-

spiracy, but *acquitted of* the charge.

As the means were adapted *to* the end, he succeeded.

If your friend be not virtuous, do not *confide in* him.

He must be disappointed in his hopes, who bestows favours *upon* the unworthy.

Provide yourself *with* treasures which rust cannot consume, nor fortune take away.

III. "Were the sun much nearer *to*, or more remote *from*, the earth, we should be scorched *by*, or perish for want *of*, his heat ;" should be written thus : Were the sun much nearer to the earth, or more remote from it, we should be scorched by his heat, or perish for want of it.

Soon as the evening shades prevail,
The moon *takes up* the wondrous tale.

EXERCISES.

Through a goodness totally gratuitous, we have been drawn — of nothing.

Many of the motions now going — in the universe with such regularity, began thousands of years ago.

Contrition washes — the sins which we discover in our souls.

Is it idle and useless — be entirely taken — here in that which is the occupation of the blessed in heaven?

So rapidly can we travel at present, that I, who am now

— Ireland, may be — New York — twelve or fourteen days.

It is situate — the Blackwater and the Lee, in the — of hills and mountains.

By dissenting — the opinions of the obstinate and self-willed, you are sure to create enemies.

Resolve — being virtuous, and you are so.

Let not prejudice — the opinions of others, prevent you from listening to reason.

How calm, how beautiful c—s —
The stilly hour, when storms are gone;
When warring winds have died away,
And clouds, beneath the glancing ray,
Melt —, and leave the land and sea
Sleeping in bright tranquillity!

RULE 28.

CONJUNCTIONS.

Conjunctions connect nouns and pronouns in the same case, and verbs in the same mood and tense.

I. If different moods and tenses are to be connected, the nominative must be repeated.

(1) II. It is sometimes necessary to repeat the nominative, even when the mood or tense is not varied.

EXAMPLES.

Sometimes buildings are destroyed and large stones broken by lightning.

Small hailstones in falling meet others, and in joining together form large ones.

Sulphuric acid will unite with *copper*, and form a beautiful transparent blue salt.

A cubic foot of *lead* is forty times heavier than the same bulk of *cork*.

The great *domes* of churches have strength on the same principle as simple *arches*.

I. That boy is good, and he will prove it.

Mercury, water, and oil, *may be shaken* together in the same vessel, and on standing still they will separate again.

II. *He* was severely reprimanded, but *he* seemed to regard it little.

We ask and *we* receive not, because *we* ask amiss.

I ask'd the heavens, what foe to God had done
The unexampled deed? the heav'n's exclaim
" 'Twas man!" and we, in horror, snatch'd the sun
From such a spectacle of *guilt* and *shame*.

EXERCISES.

The Red Sea is kept about twenty feet above the general ocean level by the eastern trade winds — other causes.

Dead fishes float with the belly uppermost — the air-bag is situated towards that part of the body.

Water, in cooling from forty degrees to thirty-two, expands, —, as ice, is much lighter — as a fluid.

Water is about eight hundred

times heavier — common air.

Platinum can be drawn into wire much finer — human hair.

We know not the distance of the fixed stars, but — can say with certainty, that the distance of the nearest one of them exceeds 21,000 millions of miles.

Dew, on very cold objects, freezes as it settles; — is then called hoar-frost.

RULE 29.

When contingency and futurity are implied, the subjunctive mood is used.

I. *If, though, unless, except, whether, and lest*, generally require the subjunctive mood after them.

(2) II. The subjunctive mood cannot be used, even with any conjunction, when the thing affirmed is known to be certain.

III. The indicative or potential form of the verb generally follows the conjunction *that*.

IV. When the auxiliaries of the potential mood are applied to the subjunctive, they do not change the termination of the second person singular.

EXAMPLES.

If he *conduct* himself well, and *study* diligently, he will be rewarded.

Who will believe his protestations unless he *amend* his life?

I. *Though* he *deny* the fact, yet he is undoubtedly guilty.

Corks used by boys in swimming, are dangerous *unless secured* so as not to shift towards the lower part of the body.

The recoil of a light fowling-piece will hurt the shoulder *if* the piece *be* not held close to it.

II. *Though* he *was* not punished, he was guilty.

A stove in a hall is useful, because it *warms* the air before it enters the rooms.

III. She is so good *that* every one esteems her.

He is so peevish *that* no one can love him.

IV. *If* thou *canst* come with us, we will be kindly received.

Unless thou *couldst* accompany us, we would not succeed.

EXERCISES.

No object can be visible unless a ray of light — from it to the eye of the observer.

Whether the mass of fluid supporting a body — great or small, it sinks to the same depth.

Let him that standeth take heed lest he —.

Though he — two eyes, yet each object appears single to him.

Air is so necessary to support

animal life, — cats, dogs, rats, and mice, die in about half a minute in the exhausted receiver of an air-pump.

There is no longer any doubt — the cause of thunder is the same with that which produces electricity.

Live well if thou — die well.

Unless he — improved, he is totally unfit for the office.

Lest on the foe some forward Greek *ad* —,
And snatch the glory from his lifted lance.

RULE 30.

(3) *Some conjunctions require to be followed by other conjunctions ; as—BOTH, by and ; THOUGH, ALTHOUGH, by yet ; NEVERTHELESS, EITHER, by or ; NEITHER, by nor ; WHETHER, by or ; AS, by as, so ; SO, by as, that ; SUCH, by that (when it signifies how great), by as (when it means of that kind) ; THAN, by a relative pronoun in the objective case.*

(4) I. Sentences which begin with the subjunctive form of the verb are much admired.

EXAMPLES.

Both he and his companion are guilty of falsehood.

The lake of Geneva, although confined by hard rock, is, nevertheless, lowering its outlet.

It has been found that atoms, whether separate or already joined into masses, tend towards all other atoms or masses.

The great bulk of mankind are neither decidedly good nor decidedly wicked.

Julian the Apostate forbade the Christians to teach either rhetoric or philosophy.

The accidents which happen to us, are seldom as injurious to us as we imagine.

As peace is the source of happiness, so trouble is that of misery.

No machine works so irregularly as one that is manipulated.

The spine, or backbone, has as much beautiful and varied mechanism in its structure, as any part of the human frame.

Envy is a passion so masked, that it always shows itself to us under strange appearances.

Such was the violence of the storm, that we dared not venture to sea.

Such studies as teach us to contemplate the Creator in his works, are always the most interesting to the virtuous.

Learning, than which nothing but virtue is more estimable.

I. Were cold bodies suddenly brought into hot air, their cold, for a short time, would be much increased.

Were cold water, in winter, brought into a very hot room, ice would be speedily formed, which would not have happened had it been put into a cold room.

Were the pressure sufficiently great, it would force water through the pores of the most solid gold.

EXERCISES.

Though I am dependant upon
a Supreme Being, ——— I am
free.

Iron bridges have been con-
structed with arches twice as
large ——— those of stone.

Steam is about half as heavy
—— the same bulk of common
air.

The elbow-joint is a correct
hinge, and so strongly secured,
—— it is rarely dislocated
without a fracture.

Such is the force of habit,

—— what at first seemed pain-
ful, becomes at length agree-
able.

St. Basil, than ——— Demos-
thenes or Cicero was not more
eloquent.

All things on earth would be
good and wholesome ——— we
but to make a proper use of
them.

—— the sun much nearer
the earth, this world would be
reduced to ashes.

Vain was the man, and false as vain,
Who said, ——— he ordained to run
His long career of life again,
He would do all that he had done.

 RULE 31.

INTERJECTIONS.

*Interjections are generally joined with the pronoun
of the first person in the objective case, and with the
pronoun of the second person in the nominative case.*

EXAMPLES.

Ah! unhappy me, who am so
unmindful of my eternal desti-
nation.

O thou foolish man! why art
thou so unconcerned and thy
danger so imminent?

Alas! what kind of life is
this, where miseries and afflic-
tions are never wanting!

Ah! fool, why dost thou think
to live long, when thou art not
sure of one day?

O Thou! whose word revives the bloom
That marked creation's birth,
And from the deep and stormy gloom,
Recalls the breathing earth.

EXERCISES.

O Jerusalem, Jerusalem, — that killest the prophets, and stonest them that are sent to thee !	Ah — ! they little know how dearly I have purchased their fatal friendship.
--	---

O ———, that with surpassing glory crown'd,
 Look'st from thy sole dominion like the god
 Of this new world !

—

 RULE 32.

MISCELLANEOUS RULES.

(1) *Two negatives are sometimes improper.**

I. In some cases two negatives are proper, and equivalent to an affirmative.

II. When one of the negatives is formed by the affix *dis*, *un*, *in*, or *im*, they are not only proper, but form an agreeable variety.

EXAMPLES.

I. <i>Nor</i> did they <i>not</i> perceive him. I have <i>not</i> made up my mind <i>not</i> to comply with his proposal.	II. His manners, though simple, are <i>not</i> displeasing. His language, though inelegant, is <i>not</i> ungrammatical.
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EXERCISES.

Has he — assigned to nature — laws which are at variance with one another? His stature, though gigantic, is — —graceful.	Though her paintings are more highly coloured than those of her companion, yet they are — less —perfect.
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Nor always vice does —corrected go,
 — virtue —rewarded pass below.

* I have (not) *no* money ; We have (not) written *nothing* to-day ; They could (not) walk *no* faster ;—are examples of the improper use of double negatives.

RULE 33.

(2) *An ellipsis, or omission of some words, is frequently admitted.*

I. The noun or pronoun is not repeated when several affirmatives are made of the same subject.

II. When the same noun is qualified by different adjectives, it is only placed after the last.

(3) III. When the name of the thing possessed is evident, it is omitted.

IV. An adjective qualifying different nouns is sometimes only placed before the first.

V. After the comparative form of the adjective the noun is frequently omitted.

VI. The same preposition pointing out several objects, is to be placed only before the first.

(4) VII. The preposition *to* is omitted after several words; as—*like, near, approach, &c.*

VIII. The conjunction is frequently omitted when several words or clauses succeed each other.

IX. Several words are generally omitted when interjections are used.

X. Verbs which answer or address, are often omitted in poetry.

EXAMPLES.

I. Men *corrupt, seduce, and pervert* each other.

I love, honour, and esteem that good man, who labours so incessantly for the welfare of his country.

II. He is an *attentive and a virtuous* scholar.

The persons of men may be coerced, but it is beyond the

reach of human power to subdue a *persevering and patriotic* people.

III. St. Peter's, at Rome, is the most superb structure ever erected for religious worship.

St. Paul's, in London, was finished in 1725, by Sir Christopher Wren.

IV. Who has strowed the hea-

vens with brilliant *stars* and *planets*, just as a magnificent prince adorns his robe with jewels?

The universe is to the virtuous a mighty *book* or *mirror*, in which they perceive the name of the great Creator.

V. The climate of England is mild, but that of Ireland is *milder*.

VI. *In* prosperity and adversity he is unchanged.

VII. Utter annihilation, like creation, is the work of infinite power.

Logs of wood, floating in a pond, *approach* each other, and remain in contact.

Habit *gives* the passions strength.

VIII. The power, wisdom, goodness, and mercy of the Almighty, are infinite.

IX. Oh happy (are) we!

Ah (what evil hath befallen) me!

X. Ulysses thus :—and thus Eumedes' son :—
What Dolon knows, his faithful tongue shall own.

EXERCISES.

Uneducated youth are ———
neglected flower-gardens.

When the large red moon

rises above Vesuvius, it appears
—— a body of fire shot from its
volcanic crater.

And ——— the boy, who, tired with play,
Now, nestling 'mid the roses, lay,
She saw a wearied man dismount
From his hot steed, and on the brink
Of a small imaret's rustic fount,
Impatient fling him down to drink.

PROMISCUOUS EXERCISES.

Nothing in nature *exceeds* the violence of fire.

The operations of nature *are regulated* by fixed laws.

Light, not obstructed, *moves* in straight lines.

Man, when alone, cannot be *either* as good or as bad as he may be.

The earth is *known* to be a globular mass of matter.

Continued *circular* motion is exhibited in all kinds of wheel-work.

A pint of leaden bullets, *and* a pint of small shot mixed together, would not fill a quart.

Reciprocating circular motion

is seen in the pendulum of a clock, and in the balance-wheel of a watch.

Common water contains a small portion of atmospheric air dissolved in it.

The repulsive agency existing

in the particles of fluids, is called elasticity.

Limestone, marble, and various minerals, are composed of carbonic acid and lime.

Water boils at 212 degrees.

Lead melts at 612 degrees.

For, ah! how few, who should *like* thee offend,
Like thee, have talents to regain the friend!

If a glass rod be electrically excited, it will attract light bodies.

Spheres of glass, silver, and gold, have been burst by the enormous force with which water expands in the act of freezing.

When a gas becomes a fluid or a solid, heat is always liberated.

The number of degrees of latent heat which steam at 212 degrees contains, is one thousand.

If a piece of soft iron be struck smartly on an anvil with a hammer, it becomes hot.

No writer, in any age or country, has ever charged Alfred with a single vice.

Notwithstanding our ignorance and extreme weakness, we are proud, full of self-love, and self-esteem.

The lungs inhale fresh air, and expel the hurtful vapours.

Small rooms, in winter, are more dangerous to health than large ones.

The multitude perished in Noah's flood, and only eight escaped in the ark.

St. Clement, the holy bishop of Rome, was one of the first who suffered death under Trajan.

Thirty-two degrees of temperature is the freezing point.

King Alfred excelled as a soldier, a politician, and a Christian.

Slavonia is a long, narrow tract of land, lying between the Danube and the Drave.

A Constantius or a Valens could no more alter the Church's faith, than a Dioclesian or a Nero could hinder its establishment.

Otway, the tragic poet, lived neglected, and perished of hunger.

Direct persecution against principles, only adds fuel to a conflagration.

The position of Ireland peculiarly fits her for universal intercourse.

The sinner has no peace, because his mind and his heart are as if they were extinct.

At death, the empty shadow of happiness, which the sinner now enjoys, will vanish, to make room for a very different condition.

Curiosity is sister to indiscretion.

The forests to the west and north of the Missouri, are bound-

ed by immense pampas or plains, where not a tree is to be seen.

The Centigrade thermometer is divided into 100 equal parts : *Reaumur's* into 80, and *Fahrenheit's* into 180.

Nine degrees of Fahrenheit are equal to four of Reaumur, and to five of the Centigrade.

The freezing point in Fahren-

heit is called 32°; in the others it is called zero.

The stag of Canada is a species of rein-deer, which may be tamed.

Every man bears within himself a little world, composed of what he has seen and loved.

There are several species of wolves in America.

In the woods of the North there are insects that prey

On the brain of the elk till his very last sigh :

O Genius! thy patrons, more cruel than they,

First feed on thy brains, and then leave thee to die!

The elk has the muzzle of the camel, the flat horns of the fallow-deer, and the legs of the stag.

He who avails himself of power to assist neglected talent, makes a noble use of it.

The fur of the beaver is fine without being warm.

The white, or sea-bear, frequents the coasts of North America, from the latitude of Newfoundland to *Baffin's Bay*.

How despicable is the atheist, who recognises not in the magnificent structure of the heavens, the wisdom, power, and glory of the Creator!

The circle contains a greater

area than any other figure of equal perimeter.

We shall not gather in old age that which was not sown in youth.

The covetous man turns every thing to the pleasure of getting more.

What power has stretched out above our heads this vast and superb canopy?

The ambitious man refers all to the passion of domineering.

Whosoever acts with the view of pleasing men, has received his reward.

The profusion with which the skies are studded with stars, shows they cost nothing to the power of the supreme Architect.

For truth has such a face, and such a mien,
As, to be loved, needs only to be seen.

Fairest! put on awhile,
Those pinions of light I bring thee,
And o'er thy own Green Isle,
In fancy let me wing thee;
Never did Ariel's plume,
At golden sunset hover
O'er such scenes of bloom,
As I shall waft thee over.

Who conducts this universal machine *which* incessantly revolves round us?

Autumn *distributes* the fruits promised by spring.

Who has assigned to nature laws, all at once, so constant and so salutary?

The most ignorant peasant knows how to move his body *as well as* the wisest anatomist.

We have no sooner made one discovery, than we *aim at* another.

Listen to the fine, long, quivering notes of the nightingale; *what* variety, what sweetness is in them!

The admirable mechanism of animal bodies affords the *most striking* proof of Divine wisdom.

The whole atmosphere *is filled* with millions of imperceptible seeds.

What variety and beauty in plants, from the humble moss to the stately oak!

Men *struck* by thunder, are sometimes blackened and burned.

Very high mountains remain the whole summer covered with snow.

Hail *evidently* cools the air in the burning heats of summer.

The air *agitated* by storms, is restored to its former purity.

The Aurora Borealis *is* one of those natural effects, the cause of which is yet involved in uncertainty.

Every tree, how rich *soever* its foliage, receives its chief nourishment from the roots.

In serene weather we often perceive a circular light or great

luminous ring round the moon, which *is called* a halo or crown.

A good disposition *cannot resist* the charms of truth.

Fire is, in some degree, the *universal* instrument of all the arts and of all the necessities of life.

Six muscles, admirably well placed, move the eye on all sides.

The path to heaven is narrow and full of thorns.

The circulation of the blood seems to be the *most mysterious* movement in animal bodies.

Those sciences which are the most interesting to man, have been the most employed to *deceive* him.

The northern and southern poles of different magnets *repel* one another; opposite poles of two different magnets *attract* one another.

Quicksilver, when exposed to heat, rises *into* vapour.

The admirable properties of gold render it the *most valuable* of metals.

The temperature of the weather depends *mainly* on the situation of the sun.

A quart of oil of vitriol, or a quart of ardent spirits, *mixed* with a quart of water, will not make two quarts.

Refrain from oaths and avarice.

Heat *is* the antagonist of cohesion.

Nature is ever content with *little*.

Nero's persecution of St. Paul enhanced the Apostle's glory.

The writings of St. Chrysos-

tom possess *all* the excellencies of the most valuable Greek and Latin classics.

The diseases of the soul, *as well as* those of the body, come posting on horseback, but depart leisurely on foot.

Complain not of the wrongs done you.

Some become proud and insolent *by* wearing fine clothes.

The nobility of our ancestors *should not make* us vain.

Learning is a disgrace to us when it *puffs us up*, and degenerates into pedantry.

That work is never well executed *that* is done with too much eagerness and hurry.

St. Louis, king of France, *frequently* served poor men at table.

Behold, fond man!

See here thy pictured life; pass some few years,
Thy flow'ring spring, thy *summer's* ardent strength,
Thy sober autumn fading into age,
And pale concluding winter comes at last,
And shuts the scene.

Generous minds *amuse not themselves* about the petty toys of rank.

Plainness and modesty in dress are the *greatest* ornaments of beauty, and the *best* excuse for the want of it.

Accustom yourself *never* to tell a deliberate lie.

In India, flat dishes of water, placed *during* the night on beds of twigs and straw kept wet, and in a current of air, soon exhibit thin cakes of ice.

Lying is always the sign of a weak and mean spirit.

We *often* judge of others through passion or prejudice.

Be careful *never* to let slip an indecent word.

Logic *gives* a justness and clearness to our thoughts.

The Poles *have* suffered for the faith with constancy and heroic fortitude.

The Chinese gong is a metallic instrument shaped like a common sieve.

Sugar is more excellent *than* salt; but the use of salt is more necessary and general.

A piece of wood *sunk* to a great depth in the ocean, has its pores filled with water, and becomes nearly *as* heavy *as* stone.

Is it known that any *one* has ever trisected an angle geometrically?

Self-love continually deceives us in *what* concerns ourselves.

The cause of the extraordinary phenomenon, *which* we call attraction, acts at all distances.

Why will you add to the evils done you, the vice of hatred, *which* is the greatest of all?

I am *he* who have shared thy bounty, but who have been ungrateful for the favour.

Who, in reality, can think of sleep, without also recollecting death?

Do not waste your time in amusements, *which* you *cannot* enjoy without endangering your virtue.

Most of the flowers that we admire, were once coarse and shapeless roots.

The Peak of Teneriffe is one of the most stupendous single objects *that*, on earth, and at one view, human vision can command.

Julian the Apostate was one of the most infamous disseminers *that ever* lived.

A quadruped never raises both feet on the same side, simultaneously, *for* the centre of gravity

of its body would then be unsupported.

The vapour of camphor will, when cold, change *into* crystals.

There are several metals which, when slowly cooled after being melted, *will* crystalise.

A hundred parts of lime absorb from the atmosphere seventy-eight parts of carbonic acid.

The favour of great men is worth *little*.

Oh ! if the atheist's words were true ;

If those we *seek to save*,

Sink—and in sinking from our view

Are lost beyond the grave !

If life thus closed—how dark how drear

Would this bewildered earth appear,

Scarce worth the dust it gave !

A tract of black sepulchral gloom,

One yawning, ever-opening tomb.

Some strut like peacocks, and think themselves admired by every one.

Your heart is *softened* at the fancied misfortunes of a fabulous hero, and your distressed neighbour cannot excite your compassion.

Friends *who* are an honour to us, are always dear to us.

Pity consoles the miserable *as much as* almsdeeds relieve them.

Crime goes with *her* head

raised ; virtue blushes and hides herself.

The cold of winter favours insensible perspiration.

The moon, *like* the earth, is a *round*, opaque body, which borrows its light from the sun.

Animals are not subject to all those inconveniences to which man is liable.

When youth is *passed* in decency and dread of sin, it draws mercy upon the remainder of life.

Be wise to-day ; 'tis madness to defer ;

Next day the fatal precedent will plead ;

Thus on, till wisdom is push'd out of life.

Procrastination is the *thief* of time.

Year after year it steals, till all are fled ;

And to the mercies of a moment, leaves

The vast concerns of an eternal scene.

PROSODY.

(1) **PROSODY*** is that part of Grammar which teaches the true pronunciation of words, and the structure of poetical compositions.

PRONUNCIATION comprises *accent, quantity, emphasis, pause, and tone.*†

(2) **VERSIFICATION**, or the measured arrangement of poetry, consists in the uniform recurrence, at fixed intervals, of accented or unaccented syllables. The number of accents determines the number of *feet* in a line.

A **FOOT** in poetry consists, generally, of two, and sometimes of three syllables.

(3) The *principal* feet are the *Iambus*, the *Trochee*, and the *Anapæst*, each of which must always contain one accented syllable.

The *secondary* feet are the *Spondee*, *Pyrrhic*, *Dactyl*, *Amphibrach*, and *Tribrach*.

(4) The *Iambus*, *Trochee*, *Spondee*, and *Pyrrhic*, are dissyllabic feet; the others are trisyllabic.

VERSE is named from the feet that prevail in it. The *Iambic*, *Trochaic*, and *Anapæstic* feet are the principal, because pieces of poetry may be wholly or chiefly formed of them.

(1) An **IAMBUS** has the first syllable unaccented; as—bēhold', dēmand'.

A **TROCHEE** has the second syllable unaccented; as—hurt'fūl.

A **SPONDEE** has both syllables accented; as—the red' rays'.

(2) A **PYRRHIC** has both syllables unaccented; as—ōn thē green turf.

* *ody* is from (G.) *pros*, concerning, and *ode*, a hymn or poem.

† General Rules for the Management of the Voice in Reading," *Literary Book*, from p. VII to p. XVIII.

A **DACTYL** has only the first syllable accented ; as—
pow'ěrful.

An **AMPHIBRACH** has only the middle syllable accented ; as—děstruc'tive.

(3) An **ANAPÆST** has only the last syllable accented ; as—coũntěrmánd'.

A **TRIBRACH** has no accented syllable ; as—vũlněr-
ăble.

The *Iambic* and *Trochaic* verse are those most commonly used. They consist of alternate accented and unaccented syllables.

(4) In *Iambic* verse, the second, fourth, sixth, &c., syllables are accented. This verse may contain any number of feet from one to six, and may be further varied by the introduction of an additional syllable at the end of each line.

Verses of five *Iambic* feet, or ten syllables, are the most dignified, as well as the most common of English poetry.

EXAMPLES.

Iambic Measure.—Five Feet.

My for- | tune leads | to tra- | verse realms | alone,
And find | no spot | of all | the world | my own.

The cur- | few tolls | the knell | of par- | ting day,
The low- | ing herd | winds slow- | ly o'er | the lea,
The plough- | man home- | ward plods | his wea- | ry way,
And leaves | the world | to dark- | ness and | to me.

This description of verse—called Heroic—sometimes admits of the introduction of a verse of six feet, called an Alexandrine ; as—

Rapt in- | to fu- | ture times | the bard | begun,
A vir- | gin shall | conceive, | a vir- | gin bear | a son.

Four Feet.

Fresh as | if Day | again | were born,
 Again | upon | the lap | of Morn!
 When the | light blos- | soms, rude- | ly torn
 And scat- | ter'd at | the whirl- | wind's will,
 Hang float- | ing in | the pure | air still,
 Filling it all with precious balm,
 In gratitude for this sweet calm.

The turf | shall be | my fra- | grant shrine,
 My tem- | ple, Lord, | that arch | of thine!
 My cen- | ser's breath | the mount- | ain airs,
 And si- | lent thoughts | my on- | ly pray'rs.

Stanzas sometimes consist of alternate verses of four and three feet; as—

Grant me | the faith | which pur- | er burns,
 'Mid shades | of doubt | and care;
 Grant me the hope which nobly spurns
 The meanness of despair;
 The love that falters not in death,
 And parts not with the parting breath.

Iambic verses further shortened:—

Though lof- | ty Sco- | tia's mount- | ains,
 Where sav- | age grand- | eur reigns;
 Though bright | be Eng- | land's fount- | ains,
 And fer- | tile be | her plains:
 When mid | their charms | I wan- | der,
 Of thee | I think | the while,
 And seem | of thee | the fon- | der,
 My own | green Isle!

The Trochaic verse, like the Iambic, varies from one to six feet, in all of which the accent is on the first, third, fifth, and other odd syllables. The Trochaic line generally used is that which contains three feet, with an additional syllable; as—

When, as | moonlight | softly | steals,
 Heav'n its thousand eyes reveals,
 Then I think, who made their light
 Is a thousand times more bright.

The verses with four feet are also frequently used ; as—

Earth has | nothing | sweeter | fairer,
Lovelier | forms or | beanties | rarer.

The Anapaestic verse has the accent on every third syllable, and like the Iambic and Trochaic, is of various lengths. It takes additional syllables at the end, and frequently commences with an Iambic or Trochaic foot.

Four Feet.

The Assy- | rian came down, | like the wolf | on the fold,
And his co- | horts were gleam- | ing in pur- | ple and gold ;
And the sheen | of their spears | was like stars | on the sea,
When the blue | wave rolls night- | ly on deep | Galilee.

With one Iambic Foot.

And there | lay the steed | with his nos- | trils all wide,
But through | it there roll'd | not the breath | of his pride ;
And the foam of his gasping lay white on the turf,
And cold as the spray on the rock-beaten surf.

Three Feet.

I am mon- | arch of all | I survey,
My right | there is none | to dispute ;
From the cen- | tre all round | to the sea,
I am lord | of the fowl | and the brute.

By the admission of secondary feet, and by the judicious intermixture of principal ones, poetry may be varied almost without limit.

EXERCISES.

And its zone of dark hills—oh ! to see them all bright'ning,
When the tempest flings out its red banner of lightning ;
And the waters rush down, 'mid the thunder's deep rattle,
Like clans from their hills at the voice of the battle ;
And brightly the fire-crested billows are gleaming,
And wildly from Mullagh the eagles are screaming.

The boy stood on the burning deck,
Whence all but he had fled ;
The flames that lit the battle's wreck,
Shone round him o'er the dead.

————— More cruel far
 Than when the pagan world arose,
 And waged an unrelenting war,
 Against a people who oppose,
 To persecution—nought but prayer;
 To torments—but the cross they wear.

On the cloud after tempests, as shineth the bow;
 In the glance of the sunbeam, as melteth the snow,
 He look'd on the lost one—her sins were forgiven,
 And Mary went forth in the beauty of heaven.

The scene was more beautiful far to my eye,
 Than if day in its pride had array'd it;
 The land-breeze blew mild, and the azure-arch'd sky
 Look'd pure as the spirit that made it:
 The murmur rose soft, as I silently gazed
 On the shadowy waves' playful motion,
 From the dim distant hill, till the light-house fire blazed,
 Like a star in the 'midst of the ocean.

The faded palm-branch in his hand
 Show'd pilgrim from the Holy Land.

Go, let me weep! there's bliss in tears,
 When he who sheds them inly feels
 Some ling'ring stain of early years
 Effaced by every drop that steals.
 The fruitless show'rs of worldly wo
 Fall dark to earth and never rise;
 While tears that from repentance flow,
 In light exhalament reach the skies.

Wilt thou not, my Shepherd true,
 Spare thy sheep? in mercy spare me!
 Wilt thou not, as shepherds do,
 In thine arms rejoicing bear me;
 Bear me where all troubles cease,
 Home to folds of joy and peace?

Man marks not thee, marks not the mighty hand
 That, ever busy, wheels the silent spheres;
 Works in the secret deep; shoots, steaming, thence
 The fair profusion that o'erspreads the spring;
 Flings from the sun direct the flaming day;
 Feeds every creature; hurls the tempest forth,
 And, as on earth this grateful change revolves,
 With transport touches all the springs of life.

I have brought but the palm-branch in my hand,
 Yet I call not my bright youth lost !
 I have won but high thought in the Holy Land,
 Yet I count not too dear the cost !

But, bark of eternity,
 Where art thou now ?
 The wild waters shriek
 O'er each plunge of thy prow ;
 On the world's dreary ocean
 Thus shatter'd and tost ;
 Then, lone one, shine on,
 If I lose thee, I'm lost.

Kind Mother, let them see again
 Their own Italian shore ;
 Back to the home which, wanting them,
 Seems like a home no more.
 Madonna, keep the cold north wind
 Amid his native seas,
 So that no withering blight come down
 Upon our olive trees.

As when the moon, refulgent lamp of night !
 O'er heaven's clear azure spreads her sacred light,
 Where not a breath disturbs the deep serene,
 And not a cloud o'ercasts the solemn scene,
 Around her throne the vivid planets roll,
 And stars, unnumber'd, gild the glowing pole,
 O'er the dark trees a yellow verdure shed,
 And tip with silver every mountain head ;
 Then shine the vales,—the rocks in prospect rise,—
 A flood of glory bursts from all the skies !

The warrior bow'd his crested head, and tamed his heart of fire,
 And sued the haughty king to free his long imprison'd sire :
 I bring thee here my fortress keys, I bring my captive train ;
 I pledge my faith, my liege, my lord ; oh ! break my father's chain.

Not a drum was heard, not a funeral note,
 As his corse to the rampart we hurried ;
 Not a soldier discharged his farewell shot
 O'er the grave where our hero we buried.

The soul, secure in her existence, smiles
 At the drawn dagger, and defies its point.
 The stars shall fade away ; the sun himself
 Grow dim with age, and nature sink in years,
 But thou shalt flourish in immortal youth,
 Unhurt amidst the war of elements,
 The wreck of matter, and the crush of worlds.

POETICAL LICENSE.

The difficulty of arranging words in poetical measure, authorises certain violations of the ordinary rules of grammar. The following are the principal :—

I. *Words are frequently transposed ; as—*

Oh! might I breathe morn's dewy breath,
When June's sweet sabbath's chime.

II. *Some words are lengthened, others are abridged ; as—*

Presumptuous Xerxes next with efforts vain,
To curb the billows and the sea enchain.

For here neither dress nor adornment 's allow'd,
But the long winding-sheet and the fringe of the shroud.

III. *Two words are sometimes contracted into one ; as—*

To riches? Alas! 'tis in vain :
Who hid, in their turn have been hid ;
And soon they are squander'd again ;
For here, in the grave, are all metals forbid,
Save the tinsel that shines on the dark coffin-lid.

IV. *Adjectives are often used instead of adverbs ; as—*

Scarce has the warrior time his sword to wield,
Or breathe awhile, or lift the fencing shield.

V. *The imperfect tense and past participle are used for each other ; as—*

The mother seats her by her pensive son,
She preest his hand, and tender thus begun.

VI. *When conjunctions are used with corresponding conjunctions, nor is often put for neither, and or for either ; as—*

Nor love, nor joy, nor hope, nor fear,
Has left one trace or record here.

While the long strife ev'n tired the lookers-on,
Thus to Ulysses spoke great Zelamon :
Or let me lift thee, chief, or lift thou me.

VII. A great variety of elliptical expressions are also allowed in poetry, as of nouns, prepositions, verbs, &c.

APPENDIX.

PUNCTUATION.

(1) *Punctuation* is the marking of the various pauses made in reading, by points or stops, which indicate the length of each pause, and which serve to make the meaning of the sentence more distinct.

The points or marks in common use are,—the *comma* (,) the *semicolon* (;) the *colon* (:) the *period* (.) the *dash* (—) the *point of interrogation* (?) the *point of exclamation*, or *admiration* (!) the *apostrophe* (') and the *parenthesis* ().

(2) The *comma* is used when short natural pauses are to be made. Its use, in many cases, depends upon taste : it ought to be used,—

I. When other words, in a simple sentence, intervene between the nominative case and the verb.

Ex.—The impious man, in drawing down upon himself the terrible vengeance of the future world, acquires no privilege which exempts him from the common accidents and sufferings of the present.

(3) II. When the person named in a direct address, or the request made, is separated by commas from the rest of the sentence.

Ex.—Paul, thou art beside thyself. Pardon me, I beseech thee, in thy mercy.

III. When a simple sentence is long, it may be divided by a comma.

Ex.—To be constantly employed in consoling the afflicted, is the duty of the faithful Christian.

(4) IV. Where the word which connects others is not expressed, the comma supplies its place.

Ex.—Remote, unfriended, melancholy, slow.

V. When contrast or opposition is expressed.

Ex.—He was talented, though not successful.

(1) VI. When a word is omitted in a sentence.

Ex.—To err is human, to forgive, divine.

VII. When the case absolute is used.

Ex.—Alexander being dead, his dominions were divided among his generals.

VIII. When modifying words are employed.

Ex.—Away, hence, *besides*, however, finally, in short, &c. &c.

(2) IX. When the same parts of speech are not coupled by a conjunction.

Ex.—Men, women, and children, were there.

The insertion or omission of the comma, or the change of its position, frequently alters the meaning of the sentence.

Ex.—My name is Norval on the Grampian hills, &c.
 My name is Norval, on the Grampian hills, &c.
 How loved how valued, once avails thee not, &c.
 How loved how valued once, avails thee not, &c.

SEMICOLON.

(3) When a sentence contains a proposition followed by an inference or explanation, the semicolon is used.

Ex.—There are few readers to whom the monuments of pagan Rome are not familiar; but few have heard of the numberless institutes which the charity of Christian Rome has founded.

Semicolons are used to separate several members of a sentence, which form distinct propositions dependant on each other, but in a less degree than those which require only commas.

Ex.—Bodies that reflect all the rays of light that fall upon them, appear white; those that absorb them all, seem black; those that reflect only red rays, appear red, &c., &c.

COLON.

(4) When a complete sentence is followed by an additional remark, which depends upon the sentence in sense, though not in construction, they are separated by a colon.

Ex.—In the triumphal entry of Pius VII into Rome, he was borne on the shoulders of the most distinguished artists, headed by Canova : and never shall I forget the enthusiasm with which he was received.

When a sentence complete in its syntax, leaves us in expectation of something to follow, the colon is used.

Ex.—It is in your power to destroy the dwellings of the living, and the tombs of the dead : but our religion ! she subsisted before us, and will subsist after us.

(1) When several parts of a sentence contains each a distinct proposition, from which one inference is finally deduced ; the last clause and the inference are separated by a colon.

Ex.—The words of the Apostles are authorised by striking miracles ; they are believed ; the people throng in crowds around the new preachers ; the first Christian church is established in sight of Mount Calvary ; others are established throughout Judea ; the synagogue rages in vain ; she struggles for a time and falls ; the city and temple are involved in her ruin ; the Gospel is diffused among nations : was ever victory more sudden or amazing ?

PERIOD.

The period is used after initials and abbreviations, as well as to mark the completion of a sentence.

Ex.—Capt. W. served in the Peninsular war.

(2) The *Dash* is used to mark an abrupt turn, a significant pause, or break in a sentence.

Ex.—The midnight brought the signal-sound of strife,
The morn the marshalling in arms—the day
Battle's magnificently-stern array !

The *Point of Interrogation* is put after a sentence that asks a question.

Ex.—Enter: its grandeur overwhelms thee not;
And why? it is not lessen'd; but thy mind,
Expanded by the genius of the spot,
Has grown colossal.

(3) The *Point of Exclamation or Admiration* is used after sudden expressions of emotion.

Ex.—Oh! yonder is the well-known spot,
My dear, my long-lost native home!
Oh! welcome is yon little cot,
Where I shall rest, no more to roam.

The *Parenthesis* is used to enclose a remark, useful in explaining the subject, though not necessary for the construction of the sentence.

Ex.—Religion (I mean the true religion, the only one that deserves the name) is not a mere word, a something unknown or undefined.

CAPITAL LETTERS.

(4) Every sentence, every line in poetry, the names of the Supreme Being, proper nouns, and adjectives derived from them, should commence with a capital letter. The pronoun *I*, and the interjection *O*, must be capitals in every situation.

COMPOSITION.

The study of English composition should find a place in every system of education. Of its importance to every native of these countries, it is impossible to speak too highly. It tends to awaken curiosity, and to increase the desire of knowledge and love of useful reading; it gives a reflecting turn to the mind, and such an accuracy in the expression of thought, as guards from the evil of being misunderstood by those with whom we communi-

cate. It exercises great influence on the language used in ordinary conversation, and enables us to convey our ideas to the minds of others, with ease, fluency, and precision.*

The *Style* of composition is defined to be, the peculiar manner in which ideas are expressed. Its most important quality is perspicuity, which depends upon two things; namely, the choice of words and phrases, and the combining of these words and phrases into sentences. In the choice of words, care should be taken to select such as are used by approved writers, and are most significant of our ideas; avoiding such as are vulgar, ambiguous, foreign, or obsolete. As to the construction of sentences, the fundamental rule is, to communicate to the mind of the reader in the clearest and most natural manner, the ideas which we mean to convey. The requisites indispensable to a good sentence are, Clearness, Strength, Unity, and Harmony.

By *Clearness* is meant, a perspicuous arrangement of all the members of a sentence, so as to express one's

* The following method of teaching the rudiments of composition has been used with success:—The children are shown an object, told its name, how it is produced, whether it is an animal, a vegetable, or a mineral substance, its sensible qualities, and the uses to which it is applied. They are then required to write upon their slates what they have learned of the thing, under three distinct heads; *Name, Qualities, Uses*. This little exercise gives them habits of attention, teaches them how to arrange their thoughts, and is a means of improving them in writing and orthography. It affords the teacher an opportunity of correcting bad spelling, pointing out inaccuracies of expression, and teaching his pupils the use of pauses and capital letters. The following simple form is an example for this first exercise:—

Bark is the rind of a tree. It is a vegetable production. It is brown, rough, and opaque. It is also cold, dry, hard, and tough. It is not, like glass, easily broken. Its principal use is to tan leather, after which it is sometimes used by the poor for firing.

For the second exercise is read a short, simple description of an animal, a town, a country, or of any object interesting to young persons. The children are then questioned on what has been

meaning without the possibility of being misunderstood. To attain this, great care must be taken to place the words which have the nearest relation as close as possible to each other; and to dispose properly of the position of adverbs, relative pronouns, and of such circumstances as may happen to be introduced in the middle of the sentence. Obscurity frequently arises from the neglect of this precaution, as well as from the immoderate length to which some sentences are extended. Long sentences, when perfectly clear and well constructed, are always pleasing; but few young writers possess sufficient judgment to construct them free from errors, or preserve throughout that clearness which is necessary to prevent confusion in the mind of the reader. An agreeable intermixture of long and short sentences not only gratifies the ear, but imparts force and animation to the style. These sentences should not, however, follow each

read, and directed to produce of the same object a similar description in their own language. They are also encouraged occasionally to write from recollection, in their own words, what they have learned in their ordinary reading lessons. About this period, too, they are made to transcribe, every day, a portion of some approved author. This improves their writing and spelling, and familiarises them with words and phrases, which they may afterwards use in the expression of their own ideas.

The next exercise is, the construction of sentences from single words. Five or six words are placed on a lecture-board, and the class are required to produce sentences containing these words properly applied. They are at liberty to make each sentence, so constructed, a distinct subject, or to embody the words in any number of sentences on any subject of their own selection. The sentences so formed, are sometimes placed on the lecture-board, and made the subject of a parsing exercise. The objects attainable at this period are, neat writing, correct spelling, due attention to punctuation, the use of capitals, the proper application of the words, and freedom from errors in the construction of sentences. The following words may be used as exercises:—

I—mine—me—we—our—us.

He—his—him—they—their's—them.

She—her's—her—it—its—it.

other alternately, but be varied so as to avoid all appearance of studied formation; the greatest beauty of language being, that it flow simply, gracefully, and naturally.

Strength consists in so disposing of the words and members of every sentence, as to give to each its due weight and force. To attain this requisite, the pupil must be careful not to place a weaker assertion or proposition after a stronger one, and must avoid all redundancy of words and members, the too frequent use of the conjunction "and," or concluding his sentence with any weak or inconsiderable expression.

By *Unity* is meant, that one leading thought should connect all the parts of the sentence, and be kept clearly before the mind from the beginning to the end. To effect this, care should be taken not to crowd into one sentence things having so little connexion, that they may be

Who—whose—whom—which—that.

This—that—these—those.

Is—was—has been—had been—shall be—will be.

Shall have been—&c.

Has—had—has had—had had—will have—will have been—&c.

Walk—love—read—or any other verb, may then be used in the same manner; after which, words of any class may be given. A few selected from those at the heads of the lessons in the Second and Third Reading Books, would answer the purpose.

Another exercise at this period is, the selecting of a root,—*pono*, *mitto*, or any other, requiring the pupils to write on their slates as many of its derivations as they can conveniently select, which they embody into sentences of their own construction. The same is done with adjectives and verbs. A noun (suppose boy) having been selected, they write all the adjectives and verbs which can be made to apply to it; then form them into sentences,—taking care that each word be properly applied. By means of these exercises, the pupils increase their stock of words and phrases, and obtain a facility in forming them into sentences. They are next exercised on variety of expression, and transposition, thus:—

Truth commands esteem.

Varied.—Truth secures for us the esteem of men.

We secure the respect of men by a strict adherence to truth.

divided into two or three sentences ; to change the scene or actor as little as possible ; and to avoid the too frequent repetition of pronouns, or introduction of parenthetical clauses.

Harmony consists in a smooth and graceful flow of all the words and members, and is the effect of a good and attentive ear. To ensure this quality, the words, besides being well chosen, must be arranged in the manner most agreeable to the ear ; and care should be taken that the cadence, or close of the sentence, be not unmusical or abrupt.

Such is an outline of the chief requisites of style. The limits to which this work is necessarily confined, preclude the possibility of entering more minutely into the subject.

The motion of the stars, it is said, is regulated by immutable laws.

Transposed.—Immutable laws regulate, it is said, the motion of the stars.

Here, too, they are required to change poetry into prose ; after which, short, interesting narratives are read slowly for them, which they are required to produce in their own words. When they have arrived thus far, they will find little difficulty in composing on a given subject. That they may do this with facility, and in a regular form, they are told that it must consist of, at least, the five following parts :—

1. The definition.
2. Whether good or evil.
3. Why—(here may briefly be introduced authority in confirmation of their opinions).
4. Fact (if any) having reference to their subject, and tending to illustrate their views.
5. Conclusion—recommending the thing, if good ; exhorting to avoid it, if evil.

These five parts are deemed sufficient for the composition of any ordinary subject. The pupils, at this period of their exercises, are made acquainted with the nature of style, the requisites of a good style, and the faults to which, in composing, young persons are generally liable.

THE END.

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